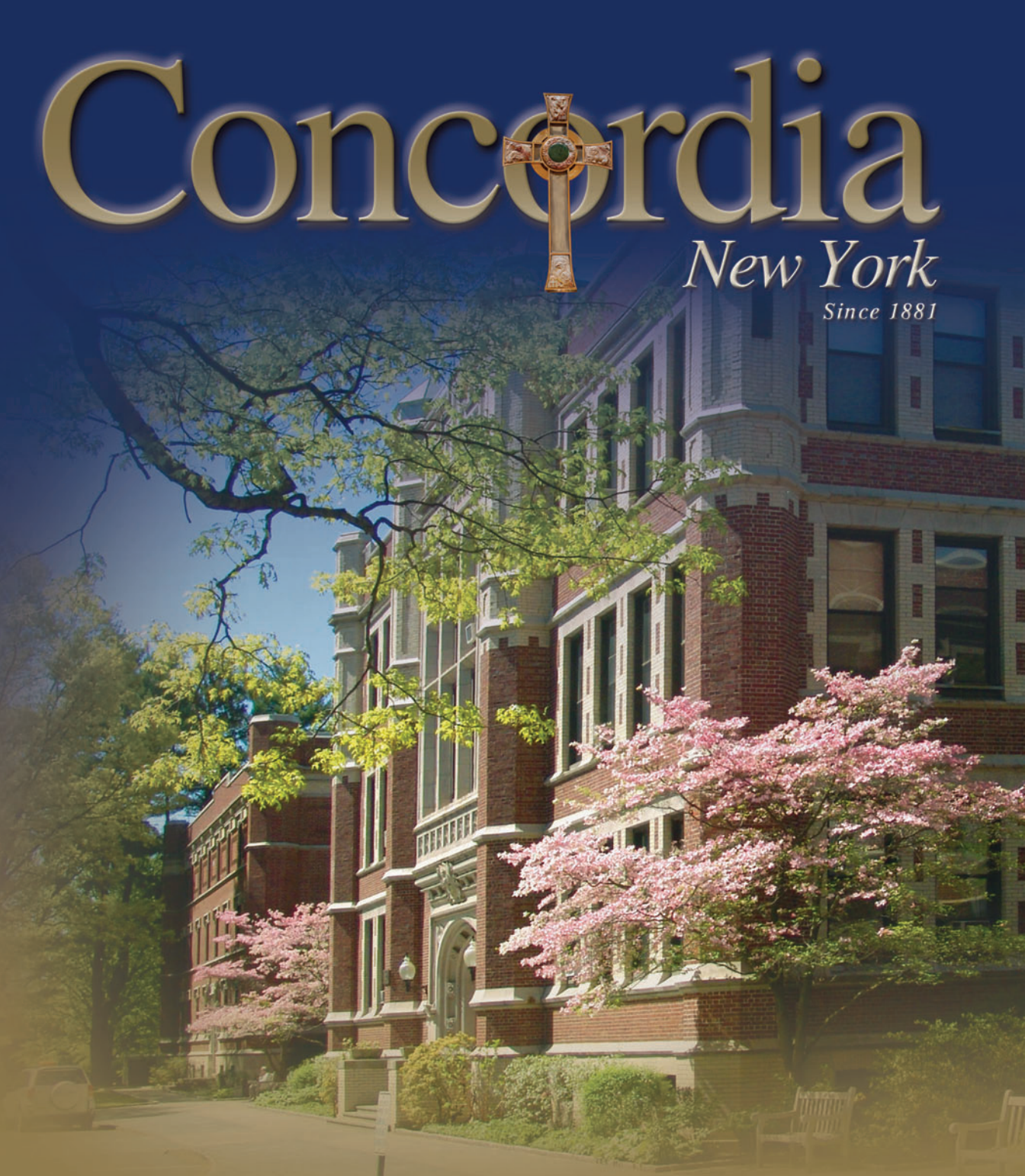
Concordia

New York

Since 1881



2008-2009 College Catalog

Mission Statement

Concordia College, New York, a college of The Lutheran Church–Missouri Synod, engages and nurtures a diverse student body in a Christ-centered, value-oriented, liberal arts education for lives of service to church and community.

Accreditation

Concordia College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

The Social Work program is accredited by the Commission on Accreditation of the Council on Social Work Education, 1600 Duke Street, Alexandria VA 22314, (703) 683-8080, a specialized accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation.

The Education program is accredited by the National Council for the Accreditation of Teacher Education (NCATE), 201 Massachusetts Ave N.W., Suite 500, Washington DC 20036, (202) 466-7496.

The College is registered by the New York State Education Department and the College's International Center for English as a Second Language is a member of the American Association of Intensive English Programs.

Charter

Concordia is a four-year, coeducational liberal arts college sponsored by The Lutheran Church–Missouri Synod and a member of the Concordia University System. It is chartered by the Board of Regents of the University of the State of New York to offer both associate and bachelor degrees.

Concordia, founded in 1881 as Concordia Progymnasium, received its original charter from the state regents in 1936. From 1918 to 1969, it was called Concordia Collegiate Institute; in 1969, the preparatory school was closed and the present name of the College was authorized by a charter change. In 1972, the State Regents authorized the College to grant the baccalaureate degree.

Concordia College is an Equal Opportunity/Affirmative Action employer. Concordia College also complies with the Title IX of the Education Amendments of 1972 (discrimination on the basis of sex) and Section #504 of the Rehabilitation Act of 1973 (discrimination because of handicap) and the Americans with Disabilities Act (ADA) signed into law July 1990, effective January 26, 2002. Inquiries regarding these are directed to Kathleen Clarke, Director of Human Resources, Concordia College, Bronxville, NY 10708.

Campus crime statistics reported to the United States Department of Education, as required under Title 20 of the U.S. Code Section 1092(f), are available at www.ope.ed.gov/security.

The Concordia College Catalog is published annually to provide information for students as they pursue their academic goals. The material within is to be used as a guide only and is not a contract between the student and the College. Each student is expected to be familiar with the academic regulations of the College and the particular requirements for his or her individual program. The student has the sole responsibility for complying with regulations for meeting degree requirements as set forth in this Catalog and as amended from time to time. It is possible that some of the information provided will be out of date by September of a given year. The College also publishes a class schedule of the courses offered in a given year. This is available from the Registrar, 914.337.9300 x2103.

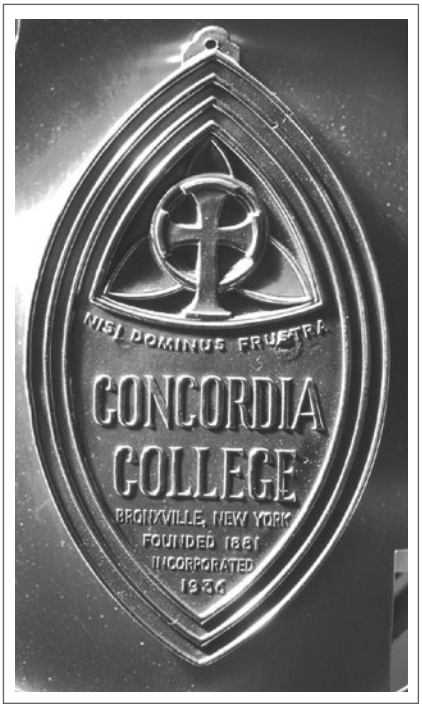
Information about instructional programs, cost of attending the institution, financial assistance available to students, refund policy, qualifications of faculty, and graduation rates is available through the Office of Admission, x2155. The most current financial aid policies and information may be obtained by calling the Office of Financial Aid, x2153.

2008 – 2009 College Catalog

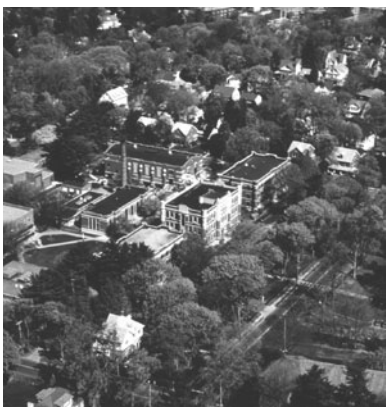
Welcome to Concordia College

171 White Plains Road
Bronxville, New York 10708

(914) 337-9300 or
(800) YES-COLLege
www.concordia-ny.edu



A college of many voices where every one is heard.



A Message from President Viji George

Making a qualitative difference should be the ultimate goal of education. Our students should not only know more as a result of the Concordia Experience, this knowledge should leave them transformed. We live in a society where there is easy access to information. This information, increasingly brought to us through the use of technology, has not by any means transformed us into a society that is more caring, compassionate, or even knowledgeable. In other words, it is abundantly clear that information alone does not change lives.

The Concordia Experience has a different and unique objective in mind. We wholeheartedly subscribe to a rich and rigorous academic experience in which highly qualified faculty help students reach their academic and intellectual potential. As important as this is, we also know that it takes more to become a fully functional and contributing member of our society. What we learn must be integrated into a foundational framework that enables us to reach beyond the ordinary. We believe being grounded in faith and values truly enriches one's repository of knowledge. It is this belief—that it takes more than just learning to lead a meaningful life—that makes Concordia a transformational place.

How do we do this? We do it intentionally through our newly revised curriculum, our residence life opportunities, our co-curricular programs, and our campus spiritual life. When you come to Concordia, you will find people who make the difference. Faculty, staff, and students embrace this shared vision and are committed to it.

What makes Concordia all the more special is its Christ-centered educational mission and the caring, competent, and compassionate people behind this mission. I firmly believe that Concordia is in a unique position to transform lives for service to church and society.

Viji George, President

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"Concordia combines outstanding academics with small, individualized classes that make learning interesting and fun at the same time."

Angie Melnyk
class of '04

About Concordia College

Founded in 1881, Concordia College is a four-year, co-educational, liberal arts institution located in suburban Westchester County, New York. Concordia is a college of The Lutheran Church-Missouri Synod and, while the campus has a distinctly Christian atmosphere, students from all faiths are welcome and attend here. As members of a closely-knit community, Concordia students are mentored by a dedicated faculty and staff. In this environment, one can build relationships that will support you as you prepare for a fulfilling life and career.

Concordia students are active and involved. More than 20 clubs and organizations are supported by the College and the Student Government Association. Opportunities for participation range from student publications to intramurals, Bible study to student government, and drama to social concerns groups. With the College choirs and ensembles, talented musicians perform both on campus and throughout the United States and Europe. Our athletic teams compete in NCAA Division II. Varsity sports include baseball, basketball, soccer, tennis, and cross country for men and basketball, soccer, softball, tennis, cross country, and volleyball for women.

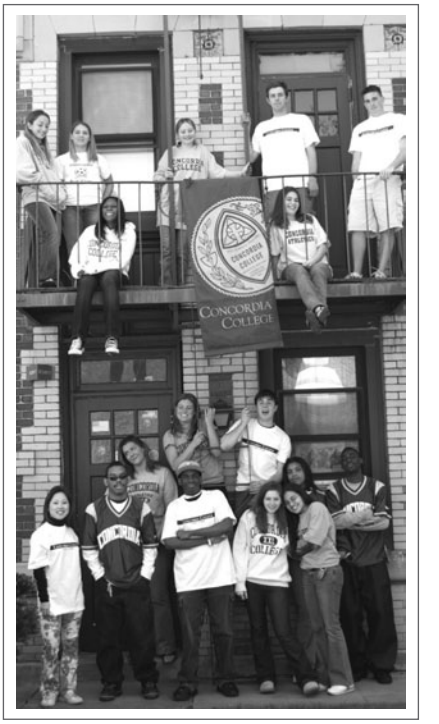
"From my first day here, I've had strong relationships with my professors. They sincerely care for us. They want us to succeed in life."

Ton Pham, class of '05

Our Beautiful Campus

Concordia's 33-acre campus is set in the quaint, affluent Village of Bronxville. The Village, only one square mile in size, is home to 7,000 inhabitants, including U.N. diplomats, corporate executives, attorneys, and a wide range of other professionals.

While entertainment, shopping, and employment opportunities are available to students within this picturesque village, students also take advantage of the limitless experience offered in the world's most exciting city. The 15-minute walk to the village train station for a 25-minute ride on a gleaming commuter train takes students to the heart of Manhattan. Students frequently go into New York City for culture, internships and, of course, entertainment.



"When you think of New York City and theater, you think Broadway, but excellent creative productions are going on in 30-90 seat theaters all over Manhattan. Concordia students are exposed to some provocative new writing and approaches."

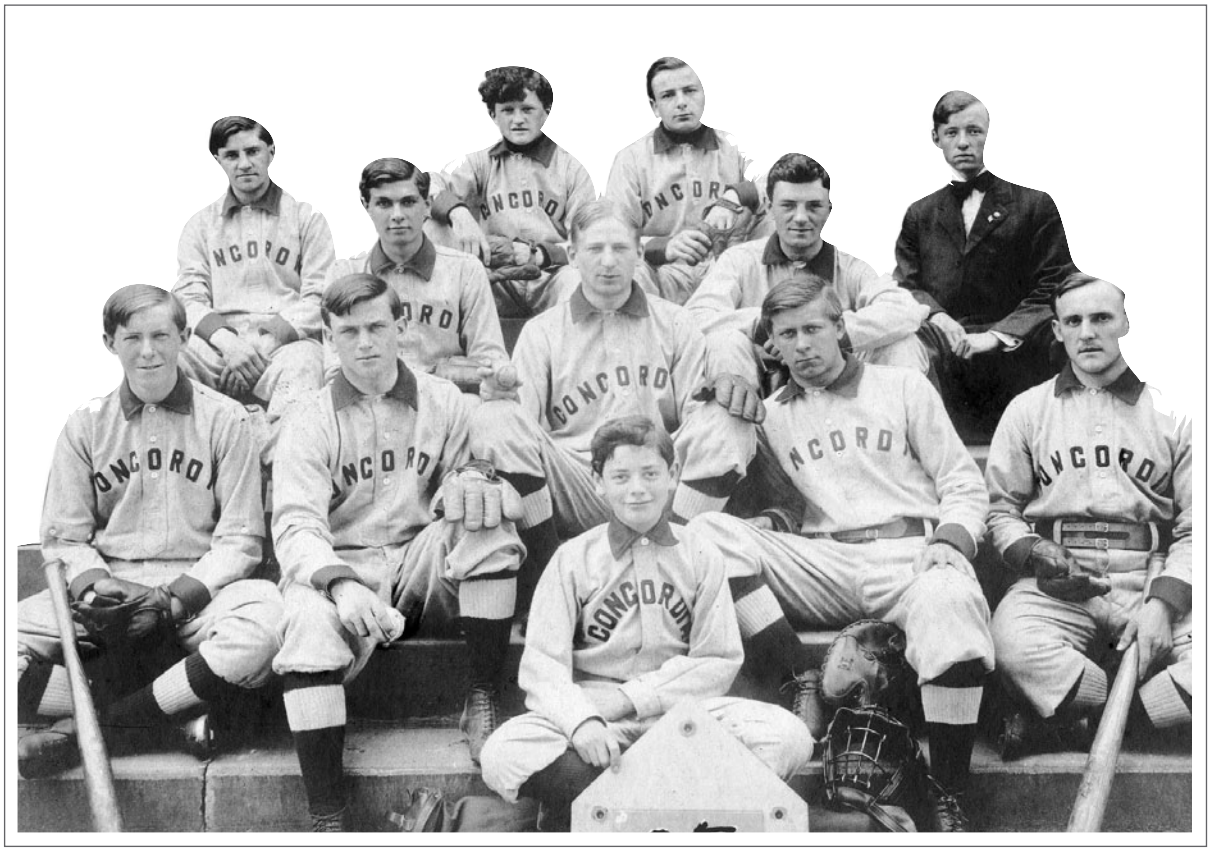
Kate Behr
Professor of English

The Concordia College Story

> "For the numberless things which dear old Concordia has done for us, we are deeply thankful."
>
> Editor, *The Concordian*
> class of 1915

Concordia College was founded in 1881 as Concordia Progymnasium to serve east coast Lutherans and educate young men for service in the pastoral ministry. The fledgling school was modeled on the German Gymnasium and was originally located in St. Matthew Church, Manhattan. In 1894, Concordia moved to a site in Hawthorne, New York, in upper Westchester County. The College settled at its current campus in Bronxville in 1909 and became known as Concordia Collegiate Institute in 1918.

In its early years, Concordia included six grade levels, from what is today the freshman year of high school through second year of college. In 1936, the institution began programs for students in the liberal arts and, in 1938, became co-ed. Concordia awarded its first baccalaureate degrees in 1975.



Programs and Degrees

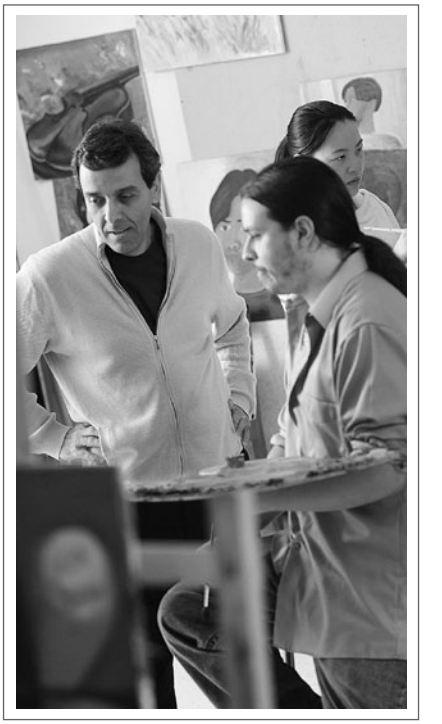
Concordia offers the Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees in the following programs:

- Behavioral Sciences
- Biology
- Business Administration
- Education
- English
- Liberal Studies
- Nursing
- Social Sciences
- Social Work

Pre-Professional offerings in:

- Pre-Law
- Pre-Med
- Pre-Seminary
- Pre-Deaconess

Associate in Applied Science (A.A.S.) degrees are offered in Business Administration and Executive Assistant and an Associate in Art (A.A.) degree in General Liberal Arts. Concordia also offers a complete English as a Second Language (ESL) Program and Accelerated Degree Program (ADP) for adults interested in completing their degree.



"Concordia graduates are attractive to employers due to the skills they accrue during their time here. Our students develop not only communication and critical thinking abilities, but also a sense of service to community."

Kristen Koenig
Professor of Sociology

Academic Program

A Concordia College education will strengthen you intellectually, socially, and spiritually because each degree is built upon a solid foundation of the liberal arts. Students complete requirements in the **Concordia Distinctive**, an integrated array of liberal arts courses. Students then select a program of study and begin developing their own unique Individualized Graduation Plan. All programs include experiential learning in the metro New York area. Concordia operates on a two-semester calendar. A minimum of 122 completed semester hours are required to earn a bachelor's degree.

All our students are guided through the challenging academic program by our faculty who provide ongoing counseling and advisement. Additional assistance is available via peer tutors and the Career Development Center. The staff of the Writing Center works with students on all levels and offers instruction to support our Writing Across the Curriculum program.

The Concordia Fellows Program is open (by application) to all students with high academic achievement. Fellows students are enriched through special experiences in the classroom and trips off campus.

The Concordia Connection is a program for students with diagnosed learning disabilities. Special support services are offered for qualified students who meet regular admission requirements, but need specific assistance to achieve academic success.

"Our light shines as a beacon of hope and healing in this metropolis. When you are here, you will be caught up in the 'can do spirit' which creates endless possibilities."

Dr. Viji George, President

Faculty

Our faculty is committed to your success. The 16:1 student to faculty ratio means you can interact with your professors on a very personal level. Relationships are built that may start in the classroom, but can last a lifetime.

Concordia's faculty members are at the top of their fields and are graduates of such elite institutions as Yale, Harvard, Columbia, NYU, Oxford University, and Eastman School of Music. They continue to learn through travel, study, and research. Faculty members have been awarded Fulbright grants and studied or carried out research in England, Germany, Hungary, Russia, Ukraine, the Czech Republic, Turkey, Iran, China, Nigeria, Tanzania, Greece, Italy, and Korea. They publish articles, books, musical scores, and CDs, and participate as speakers in many conferences and colloquia throughout the United States and internationally.

Members of the faculty come to Concordia for the love of teaching and their interest in seeing students excel beyond the classroom.

"After graduating from the fifth largest high school in the U.S., it was a pleasant change coming to Concordia. In class, I'm not just an I.D. number—I have a name!"

Siann Jacob, class of '05

Campus Facilities

> At Concordia, you get the best of two worlds . . . a small, suburban campus and the excitement of the most multicultural, fascinating city in the world.

Aissatou Jobe
class of '02 (Gambia)

Sommer Center for Worship and the Performing Arts includes a recital hall seating 315 and the **Ralph C. Schultz Chapel**. Private rehearsal rooms for individual and ensemble, vocal, instrumental, and organ practice adjoin the recital hall. The recital hall has hosted recording sessions for artists such as Itzhak Perlman, Yehudi Menuhin, and Harry Connick, Jr., as well as our own Concordia Choir.

Musical and dramatic performances are also given in **Schoenfeld Campus Center**. Most days though, Schoenfeld serves as the student center, with the Brickyard snackbar, the campus bookstore, health center, television lounge, wireless laptop access, mailroom, intramural gym, and student activities and student government office.

Scheele Memorial Library provides a comfortable atmosphere for study and research, with reading lounges, ample table space, and group study rooms. The online catalog can be searched for books and materials owned by the Library and other area academic libraries. Over 20 electronic journal databases are accessible for on- and off-campus use. The Curriculum Materials Center, containing children's books and textbooks, and the Writing Center are located in the lower level. Students may use their own laptops in wireless hot spots, one of the computer work stations in the Information Commons, or elsewhere in the building. A Concordia Information Channel monitor is in the main lobby. Audio-visual equipment is available to play DVDs, VHS videos, CDs, records and audio-cassettes.

The **Donald A. Krenz Academic Center** on the top floor of the Library contains technology-enhanced classrooms, including the 82-seat Pietruski Auditorium, a 20-station computer teaching room, and the Darlene Hedin Krenz New Media Center for electronic and digital media instruction. Fully handicapped accessible, the Center houses the OSilas Art Gallery, the Yeager Collection of original autographs of American financial leaders, a spacious student lounge, and our Information Technology Services department.

Brunn-Maier Science Hall contains a full range of science laboratories and general classrooms, and is home to the new Division of Nursing and the Nursing Arts Laboratories.

Stein Hall houses teaching studios and an electric piano laboratory. Stein Hall is also home to the **Concordia Conservatory**, our music conservatory serving both our students and the surrounding community.

The **Meyer Athletic Center** includes the College's main gymnasium, fitness and sports training center, squash courts, indoor and outdoor tennis courts, baseball, soccer, and softball fields

Residence halls include **Sieker, Romoser, Rippe,** and **Bohm,** as well as **Ressmeyer, Koepchen,** and **Ward—**several large houses adjacent to the campus which serve as student housing. Other facilities include **Feth Hall**, the campus' recently renovated main administration building and one of several classroom sites, the **Commons** (dining hall), and the **Liberal Studies Hall**.

"The professors at Concordia believed that I could succeed, and so I did. Don't let anything get in the way of believing that you can do it."

Bill Rojas, alumnus
Superintendent of Schools
Dallas

Athletics

Concordia College offers a comprehensive athletics program at both the intercollegiate and intramural level. “Clipper Athletics” is committed to both sound minds and sound bodies.

Intercollegiate Athletics

Concordia College competes in the National Collegiate Athletic Association (NCAA), Division II. The College is also a member of the East Coast Conference (ECC), and the East Coast Athletic Conference (ECAC). Men's teams include baseball, basketball, soccer, tennis, and cross country. Women's teams compete in basketball, soccer, softball, tennis, cross country, and volleyball. All full-time students are welcome to try out for any intercollegiate sport and to cheer on the Concordia Clippers.

Intramurals

From basketball and dodgeball to ultimate Frisbee and floor hockey, Concordia offers intramural sports to suit every interest. Intramural sports enhance each participant's fitness, personal skills, and enjoyment. All members of the campus community have access to the gymnasium, indoor and outdoor tennis courts, baseball, softball, and soccer fields, and our fitness and sports training center.

“Concordia athletes participate in a highly competitive environment. They are exposed to knowledgeable and caring coaching, proven to bring out the best performances on the field and in the classroom.”

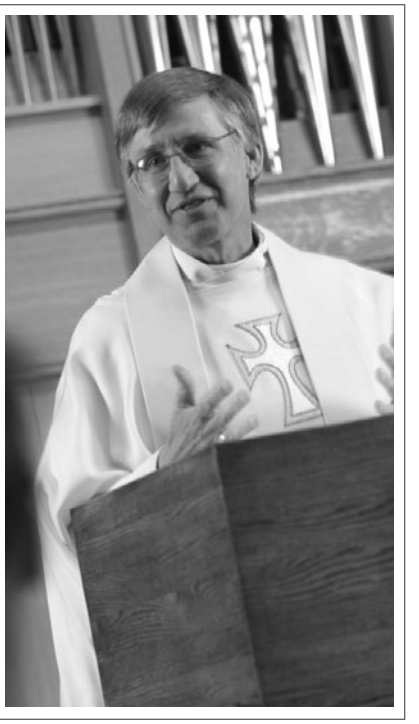
Ivan Marquez
Athletic Director

Spiritual Life

The beliefs of the Christian faith and the teachings of the Lutheran Church are the foundation and guiding principles for campus life. Concordia College fosters Christian living and encourages students to commit their lives to the service of God and humankind in the vocations of their choice. While Concordia is a Lutheran school, students of all faiths attend and are welcome here.

Each student's curriculum includes three courses in religion during a four-year period. The spiritual side of Concordia has something for everyone—from student-led Bible studies and devotions to mission outreach programs, service learning opportunities, and musical performance groups. Activities organized by student committees provide opportunities for both religious and community service.

Students have the freedom to participate in daily chapel services, a time for the campus community to unite for prayer and reflection. Sunday worship in neighboring churches and a regularly scheduled on-campus contemporary service provide means for spiritual growth.



"Beyond achievement, there's meaning. Beyond doing, there's being. Spirituality at Concordia is about encouraging and challenging one another to find our meaning and identity in a life formed by grace."

Rev. Robert A. Boehler
Director of Spiritual Life
and Service Learning

Student Organizations

Clubs and organizations, formed by students with common interests and objectives, flourish at Concordia:

- Student Government: Executive Committee, Student Senate, Committee on Issues and Voting, Outreach, and Judicial Life.
- Communications: *The Arcade* (yearbook) and *Prelude* (Fellows journal).
- Culture/Fine Arts: Concordia Players, American Guild of Organists (AGO), Concordia Choir, Festival Chorus, Gospel Choir, Chapel Choir, Chamber Ensembles, Jazz Ensembles, the African-Latin Heritage Club, the Poetry Society, Dance Team, STEP Club, and Holy Ground.
- Service Clubs: Alpha Sigma Chi, Delta Omega Pi, Business Club, Education Club, Environmental Club, Social Work Club.
- Religious Clubs: Chancel Drama, Campus Christian Ministries, Lutheran Women's Missionary League, Beta Sigma Psi, and Theta Zeta Epsilon.
- Social-Recreational: International Club, Student Activities Club, and Intramurals.
- Academic Clubs: Pre-Med Club, Pre-Law Club, Alpha Mu Gamma Language Society

"Concordia really prepares you for life, not just a career."

William P. Kupper, alumnus
Publisher, *Business Week*

Student Support

Our Student Services professionals provide developmental opportunities and programs to enhance your total educational experience, including:

- Freshman and New Student Orientation
- Freshman Advisers and Academic Consultants
- Counseling
- Peer Tutors
- The Writing Center
- Computer Services
- Health Services
- Career Counseling Services

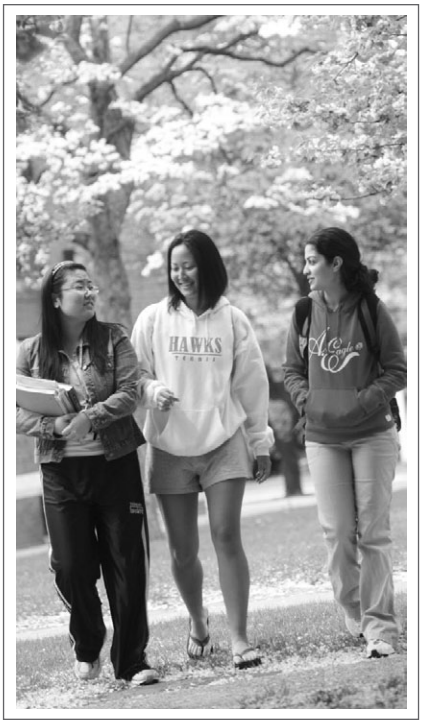
Concordia is dedicated to the people-building business. An integral part of this business is concentrating on the whole person by focusing on student development—not only the intellectual self, but also the emotional, physical, cultural, and spiritual self. (See Student Services page 37.)

Internships

At Concordia, some of the most important lessons happen in classrooms without walls where life is the chalkboard—internships are just that. A component of **Experiental Learning**, internships offer career experience while earning college credit. New York City and the surrounding area offer world-class opportunities. Working with the Career Development Center and department faculty, internships are obtained in all areas of the market, from business to social work, English to education.

"One of the amazing aspects of Concordia is that you are not expected to navigate transitions by yourself—there is always someone here to help you."

Betty Geiling
Director of Counseling Services



International Student Services

Concordia has built an opportunity for all students to broaden their view of the world by providing an international dimension through both the curriculum and composition of the student body. The College actively promotes international cultural and educational interchange.

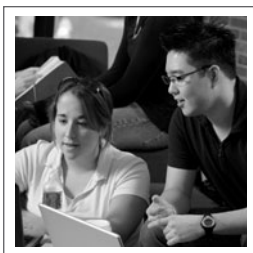
The International Student Adviser, the Director of the International Center for English as a Second Language, the Registrar, and the Dean of Students advise international students and are available in matters related to government regulations, Immigration and Naturalization Service (INS), housing, employment, academic, athletic, and personal matters.

"International students are important at Concordia. Here, I have a sense of family, a place to learn and a home away from home."

Khabib Zakirkhodjaev
class of '04 (Uzbekistan)

Concordia University System Study Experience

Concordia College–New York is part of the Concordia University System, a network of ten colleges and universities located in Ann Arbor MI, Austin TX, Irvine CA, Mequon WI, Portland OR, River Forest IL, Selma AL, Seward NE, and St. Paul MN that is part of The Lutheran Church—Missouri Synod. Students may enroll for up to a year at any Concordia sister school. Contact the Registrar for more details.



ADMISSION

Admission to Concordia College is based upon a wide range of criteria designed to identify a student body with integrity, high academic standards, and serious educational and personal goals. True to the College's commitment to individualized education, each application receives a confidential and in-depth reading.

When making the admission decision, the Admission Committee considers many things, including the difficulty of an applicant's overall curriculum, performance in that curriculum, rank in class, quality of the high school, recommendations, test scores, personal statement, interview, recent grade trends, and general contributions to school, church, and community. Concordia College does not discriminate against applicants on any basis and is positively attentive to race, gender, age, and disability.

The College requires that applicants possess a high school diploma and strongly recommends that they will have successfully taken a college preparatory curriculum that includes:

1. Four years of English;
2. Three years of mathematics, including two years of algebra and one of geometry (Sequential One, Two, and Three in New York);
3. Two years of social studies;
4. Two years of laboratory science; and
5. Two years of a foreign language.

(Students who have not taken or successfully completed these courses will be considered in light of remedial classes available.)

ADMISSION PROCESS FOR FIRST-YEAR FRESHMEN

Concordia offers students the opportunity to apply via regular or early action programs. In both programs, students must submit the following documents:

1. An application;
2. A $50 application fee;
3. An official high school transcript;
4. SAT or ACT scores;
5. School report form (part of the application);
6. A personal essay; and
7. The Supplemental Form.
8. An interview is optional, but strongly encouraged. The essay represents the student's opportunity to address goals, achievements, strengths, weaknesses, and/or convictions. In some cases, applicants may be specifically asked to come to campus for an interview before the admission decision is made.

The College is a proud member of the Common Application Consortium of Colleges and Universities. Applications may be submitted online at www.commonapp.org or through our website: www.concordia-ny.edu.

HOME-SCHOOLED APPLICANTS

Although Concordia uses the same criteria to evaluate all applicants, in addition to "traditional" application requirements, home-schooled applicants must submit the following with their application:

1. Either a transcript from the home-school correspondence program or an official Report of Academic Credentials from an Accredited Agency or a GED; and,
2. A letter of reference from a tutor, evaluator, or teacher who is not a family member.

An interview with an admissions counselor is required.

EARLY ACTION

Students who are highly interested in Concordia may apply for admission via the Early Action program. Under Early Action, students apply for admission by November 15 and are notified of their admission beginning December 1. Any student not granted admission under the Concordia Early Action program will automatically be reconsidered for the Regular Decision program beginning January 15. Students accepted in the Early Action program are required to submit their $300 non-refundable deposit by May 1.

REGULAR DECISION

In this program, students apply for admission by the March 15 application deadline. A Tuition Deposit is required by May 1. Admission is accepted after May 1 on a space-available basis.

NOTIFICATION

Admission decisions are sent out for regular decision candidates beginning on January 15. Decisions for students who have applied before January 15 will be sent then and will continue until the class is filled.

HOW AND WHEN TO COMMIT TO CONCORDIA

Accepted students who have decided to attend Concordia should send their non-refundable $300 admission deposit ($500 for international students) as soon as possible, but by May 1. Students who deposit after May 1 will be subject to space limitations.

IMPORTANT DATES

- November 15 Early Action application deadline
- December 1 Early Action notification begins
- January 1 FAFSA filing begins (see page 27)
- January 15 Regular Decision notification begins
- March 15 Regular Decision application deadline
- April 1 FAFSA priority deadline
- May 1 Tuition Deposit due

WAIT-LIST

The College may assign some applicants to a wait-list. Students assigned to the wait-list may be offered admission later in the year if space becomes available. Students who are assigned to the wait-list may contact the Office of Admission to learn of their position on the list and the list's history in previous years.

EARLY ADMISSION

Early admission is an option open to a few high school juniors who wish to begin at Concordia College a year early. To be a serious candidate, students must:

1. Be in the top 10% of their class, in a college-preparatory curriculum;
2. Have SAT or ACT scores well above average;
3. Have completed all graduation requirements except senior English; and
4. Have a high level of maturity.

To apply for early admission, students must submit all forms listed previously, and:

1. The student and parents must each submit a letter stating the reasons for requesting early admission, and;
2. The high school principal must file a letter certifying that the student will receive their high school diploma after successfully completing their first year at Concordia.

DEFERRING ADMISSION

Accepted students may defer their offer of admission for up to one year by notifying the Office of Admission of their intention. Students who defer should send a letter indicating their intent along with the $300 non-refundable admission deposit.

COLLEGE CREDIT WHILE IN HIGH SCHOOL

Entering first-year students who have taken college courses during their junior or senior year or in the summer prior to entering Concordia must report such work to the Office of Admission. At the student's request, the College Registrar will determine whether such work will receive Concordia credit.

ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) CREDIT

Concordia College recognizes the International Baccalaureate (IB) and accepts individual course credit for higher level (HL) IB courses with test scores of 4, 5, 6, or 7. For each course presented and accepted, up to four semester hours of credit will be granted to be used

in the student's program as appropriate, to a maximum of 30 hours. No credit will be granted for standard level (SL) courses.

PART-TIME ADMISSION

Simplified part-time applications for non-matriculating students are available for those registering for fewer than 12 credit hours per semester. Such applicants are assisted in course registration by an admission counselor and the Registrar. Part-time students who wish to matriculate must apply to the College in the standard way.

TRANSFER STUDENT ADMISSION

Transfer students should submit the following documents for fall by July 1 and for spring semester by November 1:

1. An application for admission;
2. A $50 application;
3. If fewer than 28 college credits have been earned, an official high school transcript and SAT or ACT scores must be provided;
4. Official transcripts from all colleges, universities, or any other post-secondary institutions previously attended;
5. A financial aid transcript from the most recently attended college, university, or any other type of post-secondary institution previously attended, even if no financial aid was received;
6. A personal essay; and
7. The Supplemental Form

Notes for transfer students:

1. Applicants must be eligible to return to their most recent college and have an overall GPA above 2.0;
2. The overall GPA will be calculated by the College Registrar. Courses with grades of D or below will not be accepted for transfer but will be calculated into the GPA for admission decision purposes; and
3. Work presented for transfer must be from accredited colleges and is subject to final evaluation by the College Registrar's Office (see page 52).

RE-ADMISSION

Students who have withdrawn or been dismissed from the College must re-apply for admission. Candidates should request an application for re-admission from the Office of Admission and file the application as soon as possible. If the student has attended classes at another college or university in the interim, official transcripts must be sent from each institution attended.

INTERNATIONAL STUDENT ADMISSION

Concordia College has a long tradition of serving students from around the world. International students enjoy the College's quality education, proximity to New York City, and safety of the Bronxville campus.

To be considered as a degree-seeking student*, an international applicant must submit:

1. An application for admission;
2. A $100 application fee;
3. Official or certified copies of academic records from all secondary schools and universities attended. Records must include the subjects studied, grades/marks attained, and an explanation of the grading system. External examination results and school-leaving certificates must be included. If the records are not in English, they should be submitted in the original language and be accompanied by a literal translation;
4. Test Of English as a Foreign Language (TOEFL) results (SAT I may be submitted in place of TOEFL). Concordia's CEEB code is 2096. To be admitted as a degree-seeking student, the TOEFL score should be 550 or greater, 213 on the computer-based test, 80 on the iBT;
5. School Report Form (first-year students only);
6. A personal statement;
7. The Supplemental Form; and
8. Application for Form I-20. Before the USCIS Form I-20 can be issued by the College, the student must complete this application, which includes information about the family's financial circumstances and how the family will meet the College's educational costs.

9. The Office of Admission reserves the right to request additional third party document verification and certification.

*International students may be required to take English as a Second Language courses. Students interested in the English as a Second Language program should see the instructions on page 105.

NON-TRADITIONAL ADULT STUDENT ADMISSION

The College welcomes non-traditional students who wish to undertake academic course work or regular academic programs. In addition to the more traditional academic programs, students are especially directed to the accelerated degree programs in Liberal Sciences, Business Administration, and Behavioral Sciences. A more complete listing of programs available to non-traditional students is found under Continuing Education on page 107.

ADMISSION REQUIREMENTS

Admission requirements to the Accelerated Bachelor Degree Program:

1. it is recommended students have at least five (5) years of relevant work experience;
2. students must be at least 25 years of age;
3. students with fewer than 60 credits may enroll in the College's Associate's Degree Program;
4. only grades of "C" or higher are accepted in transfer; and,
5. students with fewer than 28 credits must submit high school transcript.

ADMISSION PROCESS

A potential candidate for Adult Education must complete the following to be admitted to Concordia College:

1. meet with an Adult Education Recruiter;
2. submit application with application fee and tuition deposit;
3. submit high school transcript (if applicable) and other official transcripts from previous institutions for assessment;
4. submit work resume; and,
5. take placement tests (if applicable).

For additional information about Adult Education. call (914) 337-9300.

NURSING

The College offers a second degree program for students wishing to enter the nursing field. The Bachelor of Science in Nursing is an accelerated, 15 month, day program that begins in the fall of each year. Applications are due by July 15th.

ADMISSION REQUIREMENTS

1. completed application;
2. application fee of $50;
3. resume;
4. official transcripts from all schools attended;
5. must have completed all the following (prerequisite) courses within the past 5 years with a minimum of a "B" in each course: Chemistry (4 credits); Microbiology (4 credits); Anatomy and Physiology (8 credits);
6. must have completed a college bachelors' degree program with a 3.2 cum GPA or higher;

Once the above items have been submitted, students will then conclude the process with:

7. interview with the Dean of Nursing;
8. passing score on a writing sample.

The admission decision will be made after all steps are completed and requirements are met.

ADMISSION WITH A GRADUATE EQUIVALENCY DEGREE (G.E.D.)

G.E.D.s are occasionally accepted in place of a regular high school diploma. However, applicants with a G.E.D. will receive close scrutiny to determine if they have had the appropriate academic experience to succeed at Concordia. Generally, G.E.D.s are submitted by older students who now show good reason to seek a college degree; under no circumstance will the College accept traditionally-aged high school students with G.E.D.s in place of a regular diploma. Applicants must have a minimum score of 50 in each sub-category. Applicants with a G.E.D. must include a detailed personal essay discussing why they left school and why they wish to enroll at Concordia. A personal interview is also required.

FALSIFICATION OF ADMISSION DOCUMENTS

Any student who enters the College using false information or by omitting required information is subject to penalty, including immediate dismissal without refund.

SPECIAL CATEGORIES OF ADMISSION

FELLOWS (HONORS) PROGRAM

The Fellows (Honors) Program builds on the achievement and intellectual curiosity of academically-talented students. Successful completion of the program results in a Fellows diploma at graduation. The program is described more fully in the supplemental programs section of this catalog.

New students, as well as current freshmen and sophomores, may apply to the Fellows Committee for admission to the program. First year students should rank in the top 10% of their high school class and show an SAT (three parts) score of 1800 or above. Transfer students must present a cumulative grade point average of 3.5 or above.

Program details are available from the Office of Admission.

CONCORDIA CONNECTION PROGRAM

Concordia Connection is a program for high school graduates with diagnosed learning disabilities who have demonstrated the potential to earn a college degree. The program is designed to build links between the student with particular learning needs and the College, the student's peers, and the student's future as an educated person.

Enrollment in Concordia Connection is limited to 15 new students per year, providing ample time for students to become intimately acquainted with the people and support programs of the College. Directed by an experienced learning specialist, Concordia Connection assists students in developing individualized learning strategies. The program's goal is to help students become confident, self-reliant college students who are able to harness their strengths and compensate for weaknesses in order to learn independently.

ADMISSION CRITERIA AND PROCEDURES

To be considered for Concordia Connection, the student must be:

1. a high school senior or graduate;
2. diagnosed with a learning disability;
3. prepared through appropriate high school courses to undertake college academics; and
4. strongly committed to a college education.

To be considered for admission, a student must supply all the admission documents previously mentioned, as well as:

1. a certified diagnosis of learning disability, which minimally includes a WAIS-R (Wechsler Adult Intelligence Scale) profile with subtest scores taken within the past year, and the most recent IEP (Individual Education Plan);
2. a recommendation from a learning specialist who has worked closely with the applicant;
3. a guidance counselor's recommendation;
4. an essay describing the nature of his/her learning disability, the effect on his/her learning patterns, and reasons for pursuing higher education;
5. An interview to be done in person, or if that is not possible, by telephone; and
6. upon official acceptance, submit a $5,500 fee (per year).

ADMISSION TO PROGRAMS WITHIN THE COLLEGE

In addition to completing the above application procedure, students may need to meet additional requirements for admission to certain programs, e.g., English, social sciences, education, liberal studies programs, and social work. Specific information may be obtained from advisers in each program or from the Office of Admission.

Student Costs

STUDENT RESPONSIBILITY

A student's registration signifies an agreement with the College to pay all costs associated with attendance as outlined in this catalog. The student is responsible for knowing the basic costs, course fees, special fees, due dates, and deadlines published in this catalog and communicated by various offices (Student Account Services, Financial Aid, College Services, Dean of Students, Registrar). Payments are to be made as outlined below. If a parent, guardian, or third party intends to be legally responsible for a student's cost of attendance, he or she may do so by signing and returning a Personal Guarantee of Payment form available from the Student Account Services.

Consequences – A student's financial obligation to the College must be satisfied in order to validate course registrations and prior to receiving grade mailers, transcripts, or participating in commencement exercises. Failure to satisfy financial obligations will result in cancelled course registration, withheld grades, and transcripts, and prohibition from participation in commencement exercises. Furthermore, if it becomes necessary for the College to place a student's account with a collection agency, the student will also be liable for all costs associated with collection and litigation.

TUITION AND FEE PAYMENT

The balance of all fees due is payable in advance before the start of the semester.

This amount equals the charges for tuition, course fees, meal plan, and housing (if applicable), minus anticipated financial aid as indicated on the student's financial aid award letter. This payment may be made immediately after registration or upon receipt of the initial Student Schedule/Bill, which is mailed to the student's home address and addressed to the student. Payments may be made by cash, check, money order, wire, American Express, VISA, MasterCard, or on a monthly schedule through Tuition Management Services, Inc. (see below). Other charges such as the single room surcharge, books, telephone service, health care, parking, yearbook, and other incidental charges will be billed later and are payable upon receipt of a monthly statement or subsequent Student Schedule/Bills. One copy will be placed in the student's mailbox on campus; the other will be mailed in the student's name to the address on record. The student may elect not to have a monthly statement mailed to the address on record by notifying Student Account Services. Past due accounts may be charged interest at the rate of 1.5% per month on the past due balance.

Financial Aid – It is the student's responsibility to take whatever steps necessary to finance the cost of education. While the College will anticipate financial aid and loan payments, the student must manage the application process so that timely payment is possible. A student's account is not credited with financial aid or loan payments until such funds are actually received. Students are strongly encouraged to utilize the resources of the Office of Financial Aid whose staff makes every effort to guide students and families through the process.

Tuition Management Systems, Inc. (TMS) – This company administers payment plans for the College. These products are not loans and are not available to international students who do not have funds on deposit with a U.S. bank. The extended payment plan allows the cost of education to be spread over ten consecutive months (July through April) if financial aid applications, loan applications, and plan contracts are made prior to the July payment deadline. The monthly payment plan amount is the total cost of education less any financial aid divided by ten. Payment is made to TMS; TMS then forwards funds to the College approximately thirty days later. Student accounts are credited as the College receives each monthly payment from TMS on the student's behalf.

REFUNDS

All refunds are based on the official date of withdrawal as determined by the Dean of Students and maintained by the Registrar (see clearance procedure, below). A full refund of all fees (other than the new student enrollment deposit) will be made if no part of the semester is attended. If a student withdraws after the start of classes, one-tenth of the tuition and food service fee (or actual food purchased, whichever is greater) is forfeited for each week or part of week attended. Students registered for partial-semester courses will have their refund based on a pro-rated basis, depending on the length of the course and the number of weeks attended. Resident students forfeit 25% of the room charge for each week the room is occupied. A student will be liable for any other charges incurred while at the College (books, health insurance, telephone charges, etc). Also, if a student withdraws during a semester, all College-administered financial aid for that semester is forfeited and reductions in federal and state aid are made in accordance with applicable regulations.

Concordia College adheres to the Higher Education Amendments of 1998 policy regarding return of Title IV (Federal) funds received by students who subsequently withdraw from the College prior to semester-end. These policies are outlined in the Federal Regulations and can be obtained by contacting the Financial Aid Office or the Department of Education.

CLEARANCE PROCEDURE/ WITHDRAWAL FROM THE COLLEGE

At the end of each academic year and when withdrawing from the College, the student must formally complete the clearance procedure. In order to initiate this procedure, the student contacts the Student Services Office.

DESCRIPTION OF FEES

TUITION

All traditional full-time students are charged a tuition fee of $11,465 for each semester or $22,930 for the year. A full-time student is defined as one taking 12 or more semester hours of credit in a given semester. This annual fee permits the student to take from 12 to 18 semester hours of credit each semester. Full-time students who, with the permission of the Academic Dean, take more than 18 hours in a given semester will be charged an additional overload fee of $424 per semester hour in excess of 18.

All full-time students admitted into the English as a Second Language (ESL) program are charged the ICESL tuition fee of $5,200 for each semester or $10,400 for the year. A full-time ESL student is defined as one taking 12 or more credit hours in a given semester. Full-time students who, with the permission of the Academic Dean, take more than 18 hours in a given semester will be charged an additional overload fee of $424 per semester hour in excess of 18. Please note: ESL students taking 9 or more college credits pay Concordia College tuition; ESL students taking fewer than 9 college credits pay ICESL tuition.

All students admitted to the Adult Education program are charged a tuition fee of $395 per credit for each course taken within the program.

PART-TIME STUDENT TUITION (PER CREDIT): $636

Students taking fewer than 12 semester hours of credit pay this rate. Reduced rates are available to high school students and senior citizens age 65 and older. Tuition for auditing courses is one-half the part-time tuition rate per credit.

CONCORDIA CONNECTION

Students admitted and enrolled in the Concordia Connection Program are charged an additional fee of $2,750 for each semester or $5,500 for the year. This fee is above the regular Concordia tuition and applicable room and board.

DINING HALL FEE

The amount of $3,700 represents the average yearly cost to the full-time student for all meals while the College is in session. All full-time commuting students are charged a $900 food service fee (basically lunches) which is also calculated in their financial aid. Information on meal plans is provided by the Student Services Office.

RESIDENCE HALL FEE

The semester charge of $2,450 ($4,900/year) is for room rental, double occupancy. The surcharge for a

single room is $1,500 per semester. Space is limited and single rooms are assigned on the basis of need and availability. To be approved for a single room, the student must demonstrate financial viability to Student Account Services and complete an application available from the Director of Residence Life. The student must demonstrate to Student Account Services that payment for a single room is financially viable. Each room is equipped with a communications jack that allows a student to connect a telephone for making on-campus calls and for receiving incoming calls. Students may apply for a Personal Access Code (PAC) number that allows them to make off campus, outgoing calls from any extension. These calls are billed monthly and payment is due by the 16th day of the following month. PAC numbers will be suspended if the student's overall account is in arrears. The communications jack also provides access to the College's Local Area Network (LAN) and the Internet for students with personal computers. There is no additional charge for this service. Students should contact the Student Services Office for information regarding the use of the LAN and Internet.

HEALTH INSURANCE FEE

This fee of approximately $750 is required of all full-time students who do not provide evidence of health and hospitalization insurance to the Health Services Office prior to the beginning of classes. This money is used to purchase a health insurance policy for the student and cannot be refunded without the consent of the insurance provider. See page 39 for further details.

ENROLLMENT DEPOSIT

A nonrefundable $300 deposit ($500 for international students) is required of all new students admitted to the College and is applied in full toward payment of charges upon registration. It also serves to reserve a residence hall room for students intending to live on campus.

RESIDENCE HALL DAMAGE AND KEY DEPOSIT

A $200 security deposit is required to cover student-initiated damages and includes a key deposit. This deposit is credited at the end of the spring term (or upon withdrawal) while damages are assessed and applied to a student's account by the residence staff in conjunction with College Services. Nonpayment of charges associated with damage to or loss of College property will result in the withholding of academic grades, transcript, and diploma.

PARKING PERMIT

Parking facilities on campus are limited. All persons who drive to campus must register their vehicle with the Manager of Public Safety, and obtain a permit to park on College property. The cost of a parking permit is $140.00 per semester for resident students, $108.00 per semester for commuter students, and $54.00 for part-time students; sales tax is included. Resident students have designated parking areas based on class status. Resident students may only be approved to park on campus with specific permission from the Student Services Office. Adherence to motor vehicle regulations as outlined in the Student Guide is expected at all times. Vehicles parked without a valid permit will be ticketed and are subject to fines, loss of privilege, and/or removal at the owner's expense.

IDENTIFICATION KEY CARD REPLACEMENT FEES

An initial student ID key card is issued free of charge. Any replacements cost $25.

TRANSCRIPT FEE: $5

Official transcripts are sent only to authorized recipients and are not issued to students.

COMMENCEMENT FEE: $175

All graduates pay this fee, which includes purchase of cap and gown, imprinted diploma, diploma cover, and three complimentary meal tickets. No exception is made for non-participation, illness, or other reasons.

LATE PROCESSING FEE: $100

This fee, assessed by the Dean of Students, is charged to all students (new or returning) who fail to complete the announced processing procedures at the beginning of each semester.

LATE REGISTRATION FEE: $100

This fee, assessed by the Registrar, is charged to all returning students who fail to register by the last day of classes of the previous semester and to all new students who fail to register on or before the announced registration day of their first semester of attendance at the College.

NON-CLEARANCE: $100

A student who fails to follow the prescribed clearance procedures before leaving the College is assessed this fee.

SPECIAL COURSE FEES

Course fees cover extra expenses associated with some courses. These fees are listed on page 112.

VALIDATED LEARNING EXPERIENCE

A fee of $100 is assessed for each College-administered Validated Learning Experience evaluation attempted, whether by examination or documentation, plus $100 per credit hour petitioned. See page 107 for further information.

COMPREHENSIVE FEE $500/$300

This fee is required of all traditional, full-time, matriculating students. For the 2008-09 academic year, resident students are assessed a $500 fee and commuting students are assessed a $300 fee. This fee enables the support and maintenance of technology appropriate for the learning environment, including campus computer/network systems and services. This fees also helps defray costs associated with facility improvements, campus safety enhancements, and student activities programming.

MUSIC PRIVATE INSTRUCTION FEE

A fee is charged for each private instruction course.

PROFESSIONAL SEMESTER FEE: $400

All student teachers are charged this fee; it covers additional costs associated with administering the student teaching program. Student teachers who reside on campus during their professional semester are required to enroll in a full-time resident student meal plan. The College's food service has agreed to pack breakfast and lunch for these students according to a mutually agreeable timetable. It is the student's responsibility to approach the food service provider and request this service. More information is available from the Education Department.

NEW YORK STATE TEACHING CERTIFICATE

Students who qualify for teaching certification in New York State and apply for such certification through the College, must pay the applicable fee to the State for the certificate. More information is available from the Education Department.

Fees, policies, and charges are subject to annual review and change. Also, unexpected increases in costs may necessitate an increase in fees during the school year.

Financial Aid

GENERAL INFORMATION

Concordia has a balanced approach to the granting of financial aid, which includes scholarships, grants, employment, and educational loans. Financial aid is awarded primarily on the basis of financial need demonstrated by the student and the family, and on the availability of funds. Some scholarships and grants give consideration for prior academic achievement, general leadership potential, and co-curricular involvement.

Financial aid applications are reviewed after a candidate is admitted to the College and in no way affects admission decisions. Students applying for financial assistance should complete the Free Application for Federal Student Aid (FAFSA) as soon after January 1 as possible. New York State residents should also file the Tuition Assistance Program (TAP) application. Priority consideration will be given to applicants who file for financial assistance prior to April 1. Financial aid recipients will be notified as early as March 30. Late applications will be considered on a first-come, first-served basis, as funds permit.

Most awards are not automatically renewable; students must reapply annually. To remain eligible, recipients must maintain satisfactory academic progress according to the standards of the College; these are described below. Awards are conditional on the student's full-time attendance at Concordia.

Financial (Scholarship and or Grant) awards may be adjusted at the discretion of the Director of Financial Aid if a change in family circumstance directly affects income or other resources, or if the combination of awards from other sources such as TAP, Pell, or other scholarships exceeds by more than $200 the estimate of the student's financial need. Students are thus required to notify the Director of Financial Aid of any scholarships they may receive from outside sources. If a student withdraws during a semester or falls below full-time status, all College-administered (Institutional scholarships and grants) for that semester is forfeited and reductions in Federal and State aid are made in accordance with applicable regulations.

EDUCATIONAL EXPENSES

DIRECT COSTS

	Resident Students	Commuting Students
Tuition (from 12 to 18 credits per semester)	$22,930	$22,930
Comprehensive Fee	500	300
Dining Hall Fee	3,845*	900
Residence Hall Fee	4,900	
	$32,175	$24,130

*Average of two meal plan options.

In addition to these basic costs, an education budget includes the following estimated indirect costs:

INDIRECT COSTS

	Resident Students	Commuting Students
Books and Supplies	$900	$900
Personal Expenses	900	3,300
Transportation	600	1,000

PAYMENT PLANS

For those who find it more convenient to pay on a monthly basis, Concordia offers a payment plan through Tuition Management Service (TMS). Details of this plan are available from Student Account Services.

FEDERAL GOVERNMENT FINANCIAL AID PROGRAMS

Federal Pell Grants. The Higher Education Amendments of 1972 established this Federal Government program. Grants currently range from $890 to $4731 for 2008-2009 and are based on family need as determined by the government after review of the Free Application for Federal Student

Aid (FAFSA). The application is available through high schools, or online at www.fafsa.ed.gov.

Federal Supplemental Educational Opportunity Grants (SEOG). This Federal Government grant program is administered by the College. Grants can range from $200 to $4,000 a year, depending upon need and federal funding as calculated by the filing of a Free Application for Federal Student Aid (FAFSA).

Federal Academic Competiveness Grant. The grant is awarded to eligible freshmen and sophomores who have completed a recognized rigorous secondary school program and Pell eligible. Awards range from $750 - $1300.

National Science & Mathematics Access to Retain Talent (SMART) Grant. The grant is awarded to eligible juniors and seniors in selected Baccalaureate degree Programs. Award is $4,000 a year if taking one course in Biology/Math. Students must be a Pell Grant recipient.

Federal College Work Study Program. Concordia participates in this Federal Government program. Students must file a Free Application for Federal Student Aid (FAFSA) to determine eligibility.

Federal Stafford Loan Program. This program offers low-interest loans made by lenders (for example, banks or credit unions) to help defray the cost of education. Based on financial need, the maximum loan is $3,500 for the first year, $4,500 for second year, and $5,500 for third and fourth years. Eligibility is limited to matriculated students who are enrolled for six or more credits. Eligible students must maintain satisfactory academic progress (see page 32) and use the same lender throughout the borrowing period. The Free Application for Federal Student Aid (FAFSA) must be filed to determine eligibility.

Federal Unsubsidized Stafford Loans are available to both independent students and those unable to demonstrate need. The combined total of subsidized and unsubsidized loans for dependent students cannot exceed the maximum yearly limits indicated above. The maximum loan for independent students is $6,625 (minimum $4,000 unsubsidized) for the first year, $7,500 (minimum $4,000 unsubsidized) for the second year, and $10,500 (minimum $5,000 unsubsidized) per year for the third and fourth years.

There is a six-month grace period after graduation, withdrawal from the school, or the date at which the student drops below half-time status before repayment of either the subsidized or unsubsidized loan begins. However, interest accrues on the unsubsidized loan from the date of disbursement or last multiple disbursement. Contact the Financial Aid Office or your lender for further details.

Federal Parent Loan for Undergraduate Students. FPLUS loans are for parent borrowers and provide additional funds for education expenses. The maximum loan is the cost of attendance minus other financial aid. Parents begin repayment of PLUS principal and interest no later than 60 days after the loan is fully disbursed. Contact the Financial Aid Office or your lender for further details.

Veterans' Administration. Veterans or children of veterans who seek to make use of government aid in continuing their education may secure pertinent information and assistance from their local Veterans' Administration Office. The Registrar's Office or the Financial Aid Office will help such students whenever necessary. Certification forms should be submitted to the Veterans' Administration through the Registrar's Office.

STATE GOVERNMENT FINANCIAL AID PROGRAMS

Tuition Assistance Program (TAP). This program, instituted in 1974, is for New York State residents attending a college in New York State. Awards range from $275 to $5,000 a year (for first-time recipients) and are based on net taxable income below $80,000 upon submission of a completed application. Applications are pre-printed by the New York Higher Education Services Corp. (HESC) based upon filing of the FAFSA and indication of attendance at a college or university in New York.

Aid for Part-Time Study. This program provides tuition assistance to eligible undergraduate matriculated students in an approved degree program. Applicants must take at least 3 but fewer than 12 credits per semester. Awards are based on New York State's net taxable income, tuition, and funding. Contact the Financial Aid Office for more information.

Regents Award for Children of Deceased/Disabled Veterans. A special application must be filed with the New York State Higher Education Services Corporation in Albany. Documentary evidence to establish eligibility is required with the application. The award may be renewed annually for up to five years, depending on the normal length of the program of study.

State Awards to Native Americans. Application forms may be obtained from the Native American Education Unit, New York State Education Department, Albany, NY 12234. Provisions of the award are explained in the application.

CONCORDIA COLLEGE FINANCIAL AID PROGRAMS

Fortress Grants. Starting with the 2006 – 2007 academic year, new students who are members of a Lutheran congregation (LCMS, ELCA, et al) and have less than 1000 combined Math/Verbal SAT score, receive a $5,000 grant. Those with a 1000 combined Math/Verbal SAT score or above, receive a half-tuition grant. Returning Lutheran students will receive a grant from $5,000 – $9,000, dependent upon cumulative GPA as in prior years. Awards are adjusted annually based on cumulative GPA. All students must maintain a minimum 2.0 cumulative GPA to remain eligible for the Fortress Grant program. **ECAC Grant** students whose congregations are members of the Concordia East Coast Association of Congregations will receive an additional grant of $1,000 each year.

Lutheran High School Grants. First-time students who are graduates of Lutheran high schools will receive a grant of $1,000 per year.

Concordia Regents and Alumni Scholarships. These scholarships are administered by the Director of Financial Aid in consultation with appropriate individuals designated to give the awards. This scholarship program is designed to give recognition for achievement in the following specific areas:

Academic Scholarships. Awarded by the Academic Dean based on academic performance.

Athletic Scholarships. Awarded by the Athletics Director and the coach of each sport based on athletic ability.

Music Scholarships. Awarded by the Music Department on the basis of an audition.

Church Vocation Scholarships. Awarded by Concordia to students planning to enter professional church vocations programs (teacher education, pre-seminary, deaconess, minister of music, social worker). Students must file an annual Declaration of Intent.

OTHER SOURCES OF FINANCIAL AID

District Aid. The districts of The Lutheran Church—Missouri Synod have funds available for students who are planning to be pastors, teachers, parish workers, or deaconesses in the Church. Most awards are based on need although some awards are based on academic achievement. Students should consult their pastor or the chairman of their district scholarship committee for complete details, information and application deadlines.

Other Concordia Grants and Scholarships. The College offers a variety of grants and scholarships from funds given to the College for these purposes and from endowment funds provided by individuals to aid students attending Concordia. These grants and scholarships from endowment funds and their restrictions, are listed here:

Abel Family Scholarship. Established in support of students preparing for fulltime careers within the Church; in memory of Rev. Frederic W. Abel, class of 1908.

Borgen Memorial Scholarship. Established as an award to a sophomore, junior, or senior student interested in a business career.

Bunzel-Koepchen Scholarship. Established as an award to a junior student who has exemplified Christian leadership or volunteerism.

Maxine Clark Memorial Scholarship. Established in support of students with high need preparing for a career in education.

Coiner-Moore Scholarship. Established for scholarships to church-service students.

Currie (E. and E.) Scholarship. Established for students planning to enter church-vocation programs.

Ergang (Robert & Mildred Overbeck) Scholarship. Established to provide scholarships for students interested in the study of history.

FK Theology Award. Each year, two Pre-Seminary students spend a semester during their junior year of study, at Westfield House—the seminary of the Evangelical Lutheran Church of England—in Cambridge, England.

Forster Memorial Scholarship. Established for students studying to be Lutheran school teachers.

Fosbinder Scholarship. Established to aid students with high financial need.

Fulling (Anna) Scholarship. Established for male students studying for the pastoral or teaching ministry of the Lutheran church.

Fulling (Edmund) Scholarship. Established to award junior or senior student in the sciences designated by the division.

Gallman Scholarship. Established for students planning to enter full-time professional ministry.

Greissel Scholarship. Established to award a student who has performed exemplary volunteer work in the prior year.

Howard Halter Scholarship. Established for students who have a financial need and a commitment to excellence in humanities and/or church service.

Wm. R. Hearst Fellows Scholarship. Established for students who are enrolled in the Concordia Fellows Program with either an English or communications program of study.

Ilse Johnson Scholarship. Established for students who have a financial need and a commitment to a Christian school of higher education.

Keith Scholarship. Established to provide scholarship funds to one or more applicants for admission to Concordia.

Kuechle (Rev. Eugene and Esther) Memorial Scholarship. Established for the children of Lutheran church workers.

Kulow Scholarship. Established to assist students preparing for the pastoral ministry of the Lutheran church.

Lieberman Scholarship. Established to assist students seeking careers in service to the Church.

Matzat Fund. Established for ministerial students, preferably from St. Peter's Lutheran Church, Huntington Station, Long Island.

Meier Scholarship. Established to award a senior mathematics student designated by the department.

Meyer (George) Scholarship. Established to provide scholarships, with priority to aid church-service students.

Meyer (Leona) Scholarship. Established to provide scholarships, with priority to aid teacher education students.

Mohlenhoff (Rev. William) Scholarship. Established to provide a one-time $1000 award to one student member of St. John Lutheran Church, Staten Island NY, annually.

Muller (August) Scholarship. Established to aid students with high financial need.

Pietruski Fellowship. Established for students who are enrolled in the Concordia Fellows Program with a biology program of study.

Pietruski Scholarship. Established to make awards to needy students enrolled in professional church-vocation programs. It is expected that the funds will be reimbursed if the student does not pursue a career in church service upon graduation.

RCS Fund. Granted to students to meet emergency financial needs which arise during the academic year.

Ross Scholarship. Established to provide scholarships to aid church-service teacher education students.

Reverend Clarence Roth Fund. Established in partnership with Faith Lutheran (Easton, PA) and Grace Lutheran (Queens Village, NY) Churches to benefit members of these and other LCMS congregations to pursue careers in full-time church work.

Ruppar Scholarship. Established to aid students with high financial need.

Scheele Scholarship. Established to aid college students desiring to enter church-service vocations.

E. K. Scherer Fellowship. Established for students who are enrolled in the Concordia Fellows Program with a program of study in international studies, or business administration with an international management specialization.

Rev. William Schiebel Scholarship. Established to provide aid to students preparing for professional church careers; priority is given to minority students from urban centers of the East Coast.

Schroeder Family Scholarship. Established in support of students preparing for the pastoral ministry of The Lutheran Church—Missouri Synod; in memory of Rev. Wayne C. Schroeder, class of 1963.

Schultz Community Scholarship. Established to provide aid to a first-time student from the communities surrounding Concordia College who is preparing for a career in education.

Schultz (Steven) Scholarship for Excellence in Music. Awarded to an outstanding student in the field of music, selected by the Music faculty; preference given to students at the junior level.

Schultz (Steven) Scholarship. Awarded to an outstanding music education student or to a member of the Choir selected by the Director of Music; preference given to freshmen or transfer students.

Von Runnen Scholarship. Established for students who are planning to enter church-vocation programs.

Von Spreckelsen Scholarships. **The Disciple of Christ Award** is given to a male student preparing for church ministry; the **Ruth Award** is given to a female student preparing for the teaching ministry in the Church. Both are designated by the appropriate academic division.

Vonderheid Scholarship. Established to provide scholarships to students preparing for the pastoral ministry.

Wehmeyer Scholarship. Awarded to any student enrolled in the church music or music education curriculum who demonstrates financial need, a Christian approach to life, and adequate academic achievement.

In addition to the preceding, the following is a list of other endowment funds available to athletes in recognition of their athletic abilities:

Baal Scholarship
Good Shepherd Tennis Fund
Kaminska Basketball Scholarship Fund
Meyers Tennis Scholarship
Olson Tennis Scholarship Fund
Rockhill Tennis Scholarship Fund
Sommerhoff Soccer Fund
Steven Schultz Baseball Scholarship Fund
Tennis Alumni Scholarship Fund

Other scholarship endowment funds are also available with no specific restrictions other than full-time matriculation status:

Baader Scholarship
Becker Scholarship
Beissler-Winnai Scholarship
Ettlinger Scholarship
Gabbert Scholarship
G. and B. Muller Scholarship
Wasch-Klemm Memorial Scholarship
Koepchen Scholarship
Langenbacher Scholarship
Mattfield Scholarship
Overbeck/Ohlhauer Scholarships
Scheibert Scholarship
Schultz (Reinhold) Scholarship
Scheele-Mueller Scholarship
Steege Scholarship
Stein Scholarship
Weidmann Scholarship

Prizes. A number of special prizes are awarded annually to deserving students in recognition of their excellence in various academic and student life areas. More information concerning these prizes is available from the Office of the Dean of the College.

EMPLOYMENT

On-campus employment opportunities are available to students, with priority given to those who qualify for the Federal College Work Study Program. In addition, Concordia operates a student employment service under the auspices of the Career Development Center located in the lower level of Sieker Hall. A current listing of off-campus jobs, such as baby-sitting, lawn care, clerical, and retail help, etc. is posted there.

SATISFACTORY ACADEMIC PROGRESS

In response to Federal and New York State laws, Concordia has defined, for purposes of student financial aid, "measurable satisfactory academic progress" as a combination of minimum credits and a minimum grade point average (qualitative) to have been achieved by the end of each academic year (quantitative). The following students are affected by this policy:

- New freshmen and transfer students enrolled in an undergraduate program
- Continuing students applying for financial aid who have never previously received aid are also monitored.

Academic progress will be evaluated each year on the basis of the following criteria:

- Minimum cumulative grade point average (GPA)
- Successful completion of 67% of their total cumulative hours attempted,
- Successful completion of an academic degree/program within a specified maximum time frame expressed as hours attempted, not to exceed 150%.

The federal government requires that Concordia College monitor the academic progress of non-recipients. It is important to note that satisfactory academic progress during any term in which students do not have financial aid will be a factor in determining eligibility for aid in subsequent terms. Progress will be monitored and students will be notified if the minimum standards have not been met.

For those students enrolled in baccalaureate degree programs, the requirements are as follows:

At the end of academic year:	Minimum credits accrued:	Minimum Grade Point Average:
1	15	1.8.
2	30	2.0
3	60	2.0
4	90	2.0
5	120	2.0
6	150	2.0

For those students enrolled in associate degree programs, the requirements are as follows:

At the end of academic year:	Minimum credits accrued:	Minimum Grade Point Average:
1	15	1.8.
2	30	2.0
3	60	2.0

Included in the definition of attempted hours are:

- Credit hours for which students are enrolled AND/OR hours added during the 'no refund period" for the term;
- Credit hours that include marks of: A-F, I, P, W, WP, and WF.
- Credit hours transferred to Concordia College: A-C and P grades

Excluded from the definition of attempted hours are:

- Credit hours dropped on or before the end of the refund period;
- Credit hours that include mark of: AU.
- Credits hours transferred to Concordia with mark of CR. These hours are counted toward the maximum time frame determination.

Included in the definition of successful completion are:

- Credit hours for which there is a letter grade of A-D and P.

Excluded from the definition of successful completion are:

- Credit hours for which there is no letter grade indicating success completion of coursework, including marks of I and IP.
- Credit hours transferred to Concordia with marks W, WP, D, and F as these hours are counted toward the maximum time frame.

Explanation of a Withdrawal "W" Grades in Satisfactory Academic Progress (SAP):

Withdrawal occurs	Included for SAP
Before the 1st day of class	Hours not included
1st day through the end of Add/Drop	Credit hours for which you are enrolled as of the date of withdrawal
After Add/Drop	Credit hours for which you are enrolled as of the last day of Add/Drop

Repeated coursework—A student can receive financial aid for failing grades. Students cannot receive financial aid in an attempt to better their grade.

Incomplete grades—No financial aid awards will be made to students until incomplete grades are removed

Transfer credits—Transfer credits must be included in the maximum time frame. Credits used in transfer determine your class level and progress toward a degree even if you did not receive financial aid at the previous institution.

Additional degrees—

Student academic progress for federal and state aid is reviewed at the end of each Spring by the Academic Review Committee. If the Committee determines that the student is deficient in attempted hours and an unsatisfactory grade point average, the student has several options to correct the results

Student academic progress is reviewed at the end of each semester by the Academic Review Committee chaired by the Academic Dean.

- Student's can apply for a Satisfactory Academic Progress Waiver and submit it, along with the required documentation, to the financial aid office. If granted, the student is expected to advance to the level of academic progress based on the SAP Chart.
- The student can enroll the following semester(s), at his/her own expense, until all deficiencies are made up. If planning on attending a summer session at another college/university, check with Registrar to ensure the coursework will be transferable/accepted.

No financial aid can be awarded while a student is on financial aid suspension.

FINANCIAL AID WAIVER

Notification is sent to the student who becomes ineligible for financial aid funds due to unsatisfactory academic progress. This notification will be sent by e-mail to the student's Concordia College site. It is the responsibility of the student to initiate the appeal process prior to the deadline. Deadline is July1

To appeal for reinstatement of aid, two copies of the appeal, including the SAP Waiver Request Form, all supporting documentation, and a plan of action is required before the appeal will be reviewed. The Waiver must be received in the Concordia College Financial Aid Office by 5:00 pm on the deadline date. These appeals may be mailed or hand-delivered to the office; faxed appeals will not be accepted.

APPEAL DEADLINE

A student will be given two opportunities to file an appeal for financial aid. A priority deadline is scheduled for July 1 and the final deadline is two weeks (14 days) prior to the start of classes. Any appeal forms submitted after these two deadlines will be reviewed for the following academic semester.

FINAL RESPONSIBILITY FOR ADHERENCE TO THESE GUIDELINES RESTS WITH THE STUDENT.

These two simple rules will help to ensure that you will not have an SAP problem.

- Full-time undergraduate students should successfully complete at least 12 credit hours each semester with a grade of "C" or better.
- To remain eligible for financial aid, you must complete your undergraduate degree within 6 years even if you did not receive financial aid in prior periods of enrollment.

NEW YORK STATE PROGRAM PURSUIT AND ACADEMIC STANDING

A matriculated student is considered to be in Good Academic Standing at the end of a term and for the subsequent term if the student meets both Satisfactory Progress and Satisfactory Program Pursuit.

New York State regulations define program pursuit as receiving a passing or failing grade in a certain percentage of a full-time course load. A student must complete the specified number of credits for each term. A student is considered to be making Satisfactory Progress if he/she maintains a cumulative GPA above the level defined by Concordia College. (see chart below) Students may not receive more than eight (8) semesters of the Tuition Assistancs Program.

Calendar: Semester
Program: Baccalaureate Program

Before being certified for payment	**1st**	**2nd**	**3rd**	**4th**	**5th**
A student must have accrued at least this many credits	0	3	9	21	33
With at least this Grade Point Average	0	1.1	1.2	1.3	2.0

Calendar: Semester (CONTINUED)
Program: Baccalaureate Program

Before being certified for payment	6th	7th	8th	9th	10th
A student must have accrued at least this many credits	45	60	75	90	105
With at least this Grade Point Average	2.0	2.0	2.0	2.0	2.0

TRANSFER STUDENTS

Transfer students will be placed on the chart based on the number of transfer credits accepted from the student's previous program of study. That assessment and information concerning the number of TAP awards the student had previously received will be used to place the student at the appropriate point on the Concordia College schedule of academic progress. Place will be made either with the number of payments received or the number of credits earned—whichever is more beneficial to the student.

FINANCIAL AID CHECKLIST

To assure that all reasonable steps to obtain financial aid from Concordia and outside sources have been taken, applicants are encouraged to follow these recommendations:

- Complete Concordia's application for admission and the admission process as early as possible.
- File the **Free Application for Federal Student Aid (FAFSA)** as soon after January 1 as possible. New student priority deadlines for all students: April 1. File online at www.fafsa.ed.gov. **Concordia College Institutional Code: 002709.**
- New York State residents should link to Tuition Assistance Program (TAP) on the Web (accessed from www.fafsa.ed.gov) when filing their FAFSA online; this speeds the TAP Grant processing time. New York State Higher Education Services Corporation (HESC) will mail an Express TAP Application to those students who do not file online. **Concordia College Code: 2040**.
- File the **District Aid** application if you are a member of The Lutheran Church-Missouri Synod and are preparing for a professional church vocation.
- Submit high school transcripts by August 1st.

After all forms are processed and the student has been admitted to the College, an AWARD NOTIFICATION PACKET is sent to the applicant. The applicant must either accept or decline the awards, and mail the original copy of the award notification to the Financial Aid Office. If accepting a Stafford Loan, you must include the name of your lender.

RETURN OF TITLE IV FUNDS (FEDERAL FINANCIAL AID)

A student has not "earned" all of their federal financial aid if he/she withdraws prior to completing 60 percent of the term. A Return of Title IV funds calculation must be performed. The unearned portion (based on the percentage of the term remaining) of the aid is returned to the lender or aid program. For example, if a student completes only 20 percent of the term, then he or she has failed to earn 80 percent of the federal financial aid that was disbursed, or could have been disbursed, prior to the withdrawal. If the return of the funds creates a balance due on the student's account, the student will be responsible to pay the balance on their account. Funds included in the Return of Title IV funds process are: Unsubsidized Federal Stafford Loans, Subsidized Federal Stafford Loans, Federal PLUS Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, and other Federal Grants.

In some cases, students may owe a portion of the funds. In these cases, Concordia College will return the student's portion to avoid a federal 'overpayment'. The student will then be responsible for the balance on their Concordia College account. Payment must be made prior to the end of the withdrawal semester. For further information contact the Student Accounts Office.

NEW YORK STATE FUNDS

New York State does not have a regulation regarding pro-rating state awards. Concordia College will use the state award to offset any balance the student owes the school. However, the student will not be eligible for TAP the following semester.

Institutional Grants and Scholarships will also be pro-rated based on the federal formula.

NOTIFICATIONS AND AUTHORIZATIONS FOR FINANCIAL AID

Federal regulations require that schools have 30 days in which to notify students/parents that their loan(s) have been disbursed to the student's account. All notifications will be sent to the student's e-mail address. It is the student's responsibility to notify a school within 14 days from disbursement if they want the loan cancelled or reduced.

Federal Regulations require that the College have written authorization on file to use federal student aid funds to:

- pay for allowable charges other than tuition, fees, and room and board.
- hold a federal student aid credit balance. Any credit balance created by federal funds must be paid within 14 days after the balance occurred on the student account, assuming it occurred after the first day of classes.
- apply federal student aid funds toward minor year charges

COHORT FOR BACCALAUREATE PROGRAMS

	First-Time Full-Time Students
Number of students entering fall 2001	131
Students graduated between:	
July 1, 1999 & June 30, 2000	0
July 1, 2000 & June 30, 2001	0
July 1, 2001 & June 30, 2002	2
July 1, 2002 & June 30, 2003	50
July 1, 2003 & June 30, 2004	14
July 1, 2004 & June 30, 2005	2
Total Graduates	68 (51.9%)

Student Services

STATEMENT OF PHILOSOPHY

Concordia describes itself this way: "We are in the people-building business, building people for the challenges which face them in the 21st century, building people for greater service" in God's kingdom. Concordia concentrates on building "whole" men and women by focusing on student development—development of not only the intellectual self, but also the emotional, physical, cultural, and spiritual self.

The goals of Student Services are therefore to promote and encourage in each student:

1. A positive and realistic self-appraisal;
2. Intellectual growth;
3. Appropriate personal and occupational choices;
4. Development of and commitment to values in the Christian tradition;
5. Physical fitness and health issues awareness;
6. The ability to relate meaningfully to others;
7. The capacity to engage in a personally satisfying and effective style of living;
8. The capacity to appreciate cultural and aesthetic differences; and
9. The capacity to work independently and interdependently.

The faculty-established Student Life Committee, made up of students, faculty, the Dean of Experiential and Student Learning, and Assistant Dean for Student Development, institutes guidelines and recommends policies in the area of Student Services. Specific policies are published in the College's Student Guide, a copy of which is provided to each student.

STUDENT DEVELOPMENT

All who work in Student Services are responsible for providing developmental opportunities and programs designed to enhance the student's total educational experience. Areas included are freshman and new student orientation, freshman advising and mentoring, the peer tutoring program, and psychological counseling.

FRESHMAN AND NEW STUDENT ORIENTATION

The aim of freshman and new student orientation is to help students in their initial adjustments to college life. The program begins with a one-day orientation program in June or July and continues for three days just prior to the beginning of classes in the fall. Parents are encouraged to attend the special programs planned for them in June or July and on the first day of fall orientation.

The program for new students includes presentations and discussions; meeting faculty, advisers, staff members, administrators, and fellow students; social activities; and testing. The testing program provides information on each student's educational background, interests, and abilities, which helps administrators and the faculty better serve the student's needs. These areas are so important that the College requires all new students to participate.

A modified new student orientation program is conducted for students entering in the spring semester.

FRESHMAN ADVISERS AND ACADEMIC CONSULTANTS

All students are assigned an advisor to serve as their academic consultant and/or mentor during their first year at Concordia. Students then choose a program of study and are advised by an academic consultant in that program. The primary purpose of the academic advising program is to assist students in the development of meaningful educational plans that are compatible with their life goals.

COUNSELING

Counseling services are available to students with concerns of a personal, social, religious, academic, or emotional nature. Since such concerns, no matter how big or small, may affect the individual's ability to function within the college environment and deal with the demands it makes, students are encouraged to seek assistance in the Counseling Center.

PEER TUTORS

The Career Development Center matches upper-level students who have been recommended by faculty members with students who need individualized tutorial assistance (see The Writing Center, below). There is no charge for this service.

THE WRITING CENTER

In order to support the goals and objectives of the Writing Across the Curriculum Program (see page 100), the Writing Center (located in Scheele Memorial Library) offers supplemental instruction in writing to students in all disciplines. The writing specialist and the peer tutors who form the Center's staff, work with students in various aspects of writing (ranging from organization, development, and research methods to mechanical and proofreading skills). Students who exhibit poor writing skills receive individualized instruction and extensive practice in the fundamentals of writing. Other students may choose to work directly on a particular class assignment. Students also have access to word processing equipment and a variety of computer software.

INFORMATION TECHNOLOGY SERVICES

From high-speed Internet access to personal file space and email, IT Services is Concordia's technology resource. IT Services offers a wide variety of services to the campus community.

CCNYNET is Concordia's high-speed Ethernet computing network that is connected to the Internet. Service is available in classrooms, computing-sites, and residence halls. In addition, wireless access points provide flexible and mobile access to Concordia's computing resources and the Internet.

IT Services operates several computing sites across campus. All users must have a valid User ID for machine use in the sites. Sites include the Writing Center, referred to in the previous section, which supports "Writing Across the Curriculum" and Scheele Memorial Library's Information Commons. Microsoft Office, e-mail, and printing services are available through any of the computers available to students in the Information Commons. Additionally, the Krenz Academic Center also houses a 20 workstation, PC-based instructional lab, and the New Media classroom and production studio are designed for instruction in digital media and content design.

Personal help on the use of these services is provided by experienced computer lab assistants during regular Library hours. Technical advice may also be obtained from the IT Services office, located in the Krenz Academic Center, during normal working hours.

CAREER COUNSELING SERVICES

Students at Concordia College visit the Career Development Center for help with employment and career assistance. The Center helps students arrange part-time work, connect with peer tutors, develop a resume, or just talk over an idea with a counselor. Students enjoy the one-on-one attention and place to explore career paths and learn about job search tips. The College gives a high priority to supporting students' preparation for life and career—evident by the number of students completing internships. The Center's and the College's many professional contacts continue to expand internship opportunities for students with corporations such as— Merrill Lynch, ABC, NBC, MTV, PepsiCo, Carnegie Hall, Smith Barney, CondeNast, the United Nations, and even internationally with the International Olympic Committee (IOC). The Career Development Center is an exciting place—one that will help you map out your future.

INTERCOLLEGIATE ATHLETICS

Concordia College competes as an active member school in the National Collegiate Athletic Association (NCAA), Division II. The College is also a member of the East Coast Conference (ECC), and the East Coast Athletic Conference (ECAC). There are teams for men in baseball, basketball, soccer, tennis, and cross country. Women compete in softball, basketball, soccer, tennis, cross country and volleyball. All full-time students are welcome to try out for any intercollegiate sports, and all are invited to support the Concordia Clippers.

INTRAMURALS

The purpose of intramurals is to enhance each participant's fitness, personal skills, and enjoyment. Concordia provides a wide variety of recreational activities to meet the needs of students, faculty, and staff. All members of the campus community have access to the gymnasium; indoor and outdoor tennis courts; baseball, softball, and soccer fields; and a fitness and sports training center.

HEALTH SERVICES

Full-time students have access to a health program offered through Student Health Services, located in Schoenfeld Campus Center, staffed by Nurse Practitioners Joy Elwell, D.N.P., F.N.P. and Nancy Kavanagh, M.S., R.N., B.C., F.N.P. A Nurse Practitioner is an advanced practice nurse, authorized and licensed to make medical diagnoses, treat medical conditions, and prescribe medications. Student Health Services offers complete primary health care services, including laboratory service. The Health Services staff has a collaborating physician, John Giampietro, M.D., for consultation and referral.

Student Health Services maintains routine office hours and urgent visits can be scheduled by paging the Nurse Practitioners. Students may call the Health Services Office at x2243 to schedule appointments or to obtain paging numbers. There is a fee charged for all office visits. Fees may be paid at the time services are performed or charged to the student's account. Every effort is made to work with the student's health insurance, when possible.

Any student may make arrangements for treatment by a health care provider of his or her choice; however, the College assumes no responsibility for the cost of such professional services.

Students are not fully registered until the College receives a completed medical form and required immunization records. The medical information form requires a student's medical history and a physical exam. The form must be signed by the student and by a health care provider. The physical exam is a one-time requirement of all full-time students, except intercollegiate student-athletes. Athletes must have an annual physical prior to their participation in intercollegiate practice or competition.

IMMUNIZATION

All students (full-time and part-time) born after January 1, 1957, are required by New York State law to demonstrate proof of immunity against measles, mumps, and rubella. Proof of immunity is defined as two doses of MMR or two of measles and one each of rubella and mumps. Documentation of required immunizations is a one-time requirement and should be provided as soon as possible upon the student's decision to attend the College. No student may register or attend classes until this requirement is met.

HEALTH INSURANCE

All students are required to have their own comprehensive health and hospitalization insurance. Those who do not provide evidence of health and hospitalization insurance prior to the beginning of classes will be required to purchase the College-arranged policy at an annual cost of approximately $750. This basic policy has a limit of $25,000, a deductible of $50 for each illness or injury and pays 80% of health care costs.

Brochures are sent to all full-time students. Additional information is available at the College Health Care Unit.

The student-athlete, because Concordia is an NCAA member, is protected with a blanket Sports Catastrophic Accident Insurance policy. This one million dollar, $25,000 deductible policy protects against "catastrophic" injuries incurred while participating in intercollegiate athletics.

SPIRITUAL LIFE

Concordia recognizes that growth in the Christian life is a total commitment to the person of Jesus Christ. It is toward this realization the College's worship and service programs are oriented.

CHAPEL

Worship is central to life at Concordia. In gathering together as the Body of Christ, Christians praise God, renew their dependency upon Him and are empowered for His witness and service. The entire campus community is invited for worship each weekday from 11:00 – 11:20 a.m. in the Sommer Center Chapel. Led by a wide range of faculty, staff, and students, chapel offers a variety of worship styles and musical offerings such as hymn sings, chancel dramas, meditations, homilies, and jazz matins. Holy Communion is celebrated each Wednesday

RELIGIOUS ACTIVITIES

Students, faculty, and staff who are interested in spiritual life have opportunities to meet weekly to plan activities including outreach events, volunteer programs, retreats, etc. In addition to chapel, a number of informal gatherings for worship and Bible study can be found on and off campus. Look for details in the Campus *Compass*, student activities calendar, and other postings on bulletin boards around campus.

SPIRITUAL CONCERNS

The Director of Spiritual Life is available to all students to provide support and counsel. Also, the faculty and staff include a number of called ministers of religion trained to counsel in spiritual matters. Information and names are available from the religion faculty or the Students Services Office.

CHURCH ATTENDANCE

Since the local congregation may be the truest expression of whom God's people are, and all believers are encouraged to gather for worship, each student is invited to select a "home church" and give it support through faithful attendance. Information on local churches is available in the Student Guide.

STUDENT ACTIVITIES

The purpose of the student activities program is to complement the academic program of studies and enhance the overall educational experience of students through development of, exposure to, and participation in social, cultural, intellectual, religious, recreational, and governance programs.

STUDENT GOVERNMENT ASSOCIATION

All full-time students are members of the Student Government Association, which consists of executive, legislative, and judicial branches. The association serves as a liaison between the student body and the administration and faculty. Students serve on various committees contributing to the governance and continuing development of Concordia College.

STUDENT ORGANIZATIONS

A number of clubs and organizations, formed by students with common interests and objectives, flourish at Concordia:

1. ***Student Government:*** Executive Committee, Student Senate, Committee on Issues and Voting, Outreach, and Judicial Life;
2. ***Communications:*** The Arcade (yearbook) and Prelude (Fellows journal);
3. ***Culture/Fine Arts:*** Concordia Players, American Guild of Organists (AGO), Concordia Choir, Festival Chorus, Chapel Choir, Chamber Ensembles, Jazz Ensembles, the African-Latin Heritage Club, Gospel Choir, Handbell Choir, Dance Team, STEP Club, and Holy Ground;
4. ***Service Clubs:*** Alpha Sigma Chi, Delta Omega Pi, Business Club, Education Club, Social Work Club, and Environmental Club;
5. ***Religious Clubs:*** Campus Christian Ministries, Beta Sigma Psi, Beta Sigma Psi, and Theta Zeta Epsilon;
6. ***Social-Recreational:*** International Club, Student Activities Club, and Intramurals.
7. ***Academic Clubs:*** Pre-Med Club, Pre-Law Club, Alpha Mu Gamma Language Society

SOCIAL EVENTS

The Social Activities Committee, the residence staff, and various clubs and organizations plan, organize, and promote social and entertainment events. The goal is to develop individual self-awareness, interpersonal effectiveness, and responsible citizenship.

SCHOENFELD CAMPUS CENTER

Schoenfeld Campus Center meets the needs of students in the areas of evening food services; leisure time and recreational opportunities; and social, cultural, and intellectual programs. The lower level features a mailroom, student lounges, a game room, a flat screen TV, the Brickyard (snack bar), the College store, and the bookstore. The upper level contains a multi-purpose performance facility and an open gym. Each level houses offices for student government and other student groups.

INTERNATIONAL STUDENT SERVICES

Concordia has built an opportunity for all students to broaden their view of the world by providing an international dimension through the curriculum and through the composition of the student body. The College actively promotes international cultural and educational interchange.

The international student adviser, the Director of the International Center for English as a Second Language, and the Dean of Students advise international students and are available in matters related to government regulations, U.S. Citizenship and Immigration Services (USCIS), housing, employment, academic, athletic, and personal matters.

CAMPUS STORE

The College store, located in the Campus Center, is open daily to serve the needs of the campus com-

munity. Books, supplies, clothes, snack foods and other items are available for purchase.

STUDENT HOUSING

The College is primarily a residential institution, with about 70% of all full-time students residing on campus. All students whose homes or legal residences are not within a reasonable commuting distance are expected to live in College residences. Exceptions are granted to married students, for whom the College does not provide housing facilities. Other exceptions may be granted only by the Assistant Dean for Student Development.

Student residences provide safe, comfortable living quarters. The College supplies each resident student with a single bed, closet space, a chest of drawers, a mirror, a desk, and a desk chair. Students provide such items as lamps, rugs, pictures, linens, blankets, and pillows. Resident students maintain their own rooms. Laundry facilities are available in the residence halls.

Each room is equipped with a telephone jack. Students may make on-campus calls and emergency (police, fire, and ambulance) calls and receive calls at no expense. If they wish to make off-campus calls (local or long-distance), they must obtain a Personal Access Code (PAC) number. Calls made will be billed monthly and require payment by the 16th of the following month. Charges are less expensive than credit card or collect calls. A communications jack also allows for access to the College's LAN and the Internet for students with personal computers.

Caring supervision and counsel from residence counselors and student residence assistants enable students to understand and accept the freedoms and responsibilities of college life.

SECURITY

Concordia maintains a formal security system coordinated by the Manager of Public Safety. The office is open during business hours and an operator is on duty 24 hours a day. At night, the campus is patrolled by security guards. The College offers an escort service upon request for its students, faculty, staff, and visitors.

FOOD SERVICES

All full-time resident and commuting students are required to be on a meal plan. Students should consider this when accepting off campus employment. Special dietary requirements can be satisfied through consultation with the Manager of Food Services.

VACATION SCHEDULE

The residence halls will be closed at 11:00AM the day after the last day of classes at Thanksgiving, Christmas, Spring Break, and Easter vacations. The dining hall generally closes after the lunch meal on the last day of classes. The residence halls reopen at noon the day before classes resume, and the regular dining hall service returns beginning with dinner the day before classes resume.

STUDENT VEHICLES

Parking facilities on campus are limited. All persons who drive to campus must register their vehicle with the Manager of Public Safety, obtain a permit, and park on College property. The cost of a parking permit is $135 per semester for resident students, $108 per semester for commuter students, and $54 for part-time students; sales tax is included. Resident students have designated parking areas based on class status. Resident students may only be approved to park on campus with specific permission from the Dean of Students.

Adherence to motor vehicle regulations as outlined in the *Student Guide* is expected at all times. Vehicles parked without a valid permit will be ticketed and are subject to fines, loss of privilege, and/or removal at the owner's expense.

STUDENT GUIDE

The *Student Guide* contains an alphabetical index of need-to-know information, listings, and descriptions of services available, the disciplinary guide, and phone directories. Each full-time student is provided a copy of the *Student Guide* and is responsible for knowing the contents.

SCHOOL CLOSINGS

Although rare, the College may close or delay opening due to weather emergencies. In such cases, information will be posted on the College's website, announced on the radio at 103.9FM/1230AM WFAS (Westchester), or Channel 4 WNBC-TV. It will be posted online at www.wfas.com and www.nbc.com. It will also be broadcast on the College's main number, (914) 337-9300.

Administrative Divisions

LIBERAL STUDIES

M. Nakhai, Assistant Dean
S. Arat, J. Bahr, P. Bayens, K. Behr,
R. Boehler, S. Campbell, M. Conkling,
L. Dalgish, K. Fitzgerald, E. Goodine,
R. Heschke, S. Page, E. Obermueller, J. Thoms

This division offers a B.A. in English and a B.A. in Liberal Studies. The Liberal Studies Division houses seven of the ten areas of study within the Liberal Studies Program: visual arts, Biblical languages, English, math, music, new media, philosophy, and religion. In addition, the division offers courses in visual art, humanities, music, new media, classical and modern foreign languages, communication, literature, English as a Second Language, writing, and religion in support of other programs

NATURAL & SOCIAL SCIENCES

M. Nakhai, Assistant Dean
S. Asgari, J. Donovan, G. Fuhrmann,
K. Galchutt, V. Graham, K. Koenig, J. Lass,
J. Loase

This division offers programs in biology and social science. The biology program offers a B.A. in biology. It offers courses in biology, chemistry, earth science, and physics. The social science program offers a B.A. in social science with an emphasis in either history, international studies, psychology, or sociology. In addition, it offers courses in geography, history, international studies, political science, psychology, and sociology in support of other programs. Mathematics can be chosen as an area of study in the Liberal Studies Program. Mathematics courses are also offered in support of their programs.

PROFESSIONAL STUDIES

M. Rapp, Assistant Dean
J. Adams, R. Berman, W. Bodine, L. Deirlum,
S. Fraser, S. Kramer, E. Yong Lee, D. Leonard,
C. Nagel, C. Rowe, A. Wlodarczyk, W. Zambelli

This division offers programs in education, business/computer information services, and social work. The NCATE-accredited teacher education program offers a B.A. in Early Childhood, Childhood, and Middle Childhood-Generalist. It also offers courses in education and physical education in support of other programs. The business program offers business administration (B.S.), plus two-year business administration (A.A.S.), and executive assistant (A.A.S.) programs. It also offers a broad range of courses in business, computer information systems, and economics in support of other programs. The CSWE-accredited social work program offers a B.S. in social work with opportunity for advanced standing in graduate school. In addition, it offers courses in family life ministry. The teacher education program is NCATE-accredited and privides course work for the Lutheran Teacher Diploma.

Students wishing to add a concentration in Financial Planning to their program of study may take BUS 350-series CFP® track elective courses designed as preparation for taking the CFP® Certification Exam. A Certified Financial Planner (CFP®) is a professional distinction and accreditation in the financial services industry. Students may pursue and complete CFP® track studies as undergraduates, graduates or by attending classes at other CFP® approved schools. After graduating from college and passing the CFP® exam, a student may be officially certified as a CFP® Certificant by the CFP® Standards Board.

Certified Financial Planner Board of Standards Inc. owns the certification marks CFP®, CERTIFIED FINANCIAL PLANNER™ and federally registered CFP (with flame design) in the U.S., which it awards to individuals who successfully complete CFP Board's initial and ongoing certification requirements.

ADULT EDUCATION

W. Salva, Dean
L. Munson

Adult Education offers programs in the adult learning model, centered in the liberal arts curriculum. Programs offered are an A.A. in liberal studies, a B.A. in behavioral science, and a B.S. in business administration. All courses are offered at an accelerated pace.

NURSING

S. Apold, Dean
J. Elwell, P. Hunt-Slamow

The Division of Nursing offers an Accelerated Bachelor's (B.S.) degree in nursing for individuals who hold a Bachelor's degree in another discipline. Graduates of this program are eligible to sit for the National Certification Examination for Registered Nurses (NCLEX-RN), leading to licensure as Registered Nurses. This 15-month, 61-credit program is approved by the State Education Department of New York State.

The Concordia Experience

The mission and purpose of Concordia–New York is realized through The Concordia Experience—an holistic academic endeavor in which students develop an Individualized Graduation Plan comprised of the following components:

THE CONCORDIA DISTINCTIVE

The foundational core of liberal arts courses designed to promote and enhance effective living and learning in the contemporary world.

PROGRAM OF STUDY

Select a dynamic program of study in **Biology, Business, Education, English, Liberal Studies, Social Science,** or **Social Work**. Each program of study affords students opportunities to develop emphases according to their interests and career objectives. The Liberal Studies Program requires students to select two areas of study: Art, Biblical Languages, English, History, Math, Music, New Media, Psychology, Religion, and Sociology

SUPPORT COURSES & ELECTIVES

Develop depth in specific areas of interest through support courses identified by faculty and explore new areas of interest opened through the Concordia Distinctive and programs of study.

EXPERIENTIAL LEARNING

Integrated, active learning through study trips, fieldwork, "city-as-text" opportunities using the classroom of the Big Apple, internships, community service, independent research, and more.

CAPSTONE EXPERIENCE

A culminating research, writing presentation and/or performance experience that provides opportunity to weave together the curricular threads of an individual student's learning activity.

STUDENT DEVELOPMENT

The Concordia Experience recognizes that learning is happening all the time in many places, so we value what happens outside the classroom as equally important as what happens in the classroom. Time invested in clubs, student government, athletics, music programs, worship life, volunteer activities, and outreach programs is a key component of The Concordia Experience. Relationships developed in these arenas foster additional opportunities to engage in the exchange of ideas, share perspectives and insights, have honest and challenging responses—to experience where the learning process really comes alive.

The Concordia Experience builds on the premise that learning is dynamic and interactive. Engaging students with the Christian faith and its implications for contemporary life, helping students to discover and/or affirm their vocation, enabling students to appreciate the breadth of the liberal arts and develop depth in chosen disciplines, nurturing appreciation for diverse and interdisciplinary perspectives equipping students with skills and knowledge that promote independent and lifelong learning, challenging students to put theory into practice, inspiring students to explore new avenues for learning—are all vital objectives as students work with advisors and mentors to develop an Individualized Graduation Plan and make The Concordia Experience their own.

INFORMATION LITERACY ACROSS THE CURRICULUM

Concordia College's approach to information literacy parallels the philosophical underpinning of the College's Writing Across the Curriculum. Specifically, the College supports an approach that integrates writing and, in this case, the access and use of information throughout the curriculum. This model intentionally buildings on knowledge and skills students develop as they progress through The Concordia Experience.

Information Across the Curriculum Model has a multi-level approach:

1. Information Literacy – the ability to use the library to find basic information (Freshman year through COM 110)
2. Information Competency – the ability to evaluate and use information (Sophomore/Junior year through discipline-specific course)
3. Information Fluency – the ability to synthesize and integrate information from a variety of sources (Senior year through the capstone)

GENERAL EDUCATION

A Concordia College education will strengthen you intellectually, socially and spiritually because each degree is built upon a solid foundation. Students complete requirements in the **Concordia Distinctive**, an integrated array of liberal arts courses. Students then select a program of study. Many of our programs include field experience in the metro New York area. Concordia operates on a two-semester calendar. A minimum of 122 completed semester hours is required to earn a bachelor's degree.

Each Concordia student is guided through the challenging academic program by committed faculty who provide constant counseling and advisement. Additional assistance is available via peer tutors and the Career Development Center. The staff of the Writing Center works with students on all levels and offers instruction to support our **Writing Across the Curriculum** program.

THE CONCORDIA DISTINCTIVE

The Concordia Distinctive, the General Education Curriculum of Concordia College–New York, is required of all students in programs leading to the Bachelor of Arts degree (Education Program see modifications on page 60). Programs leading to the Bachelor of Science degree adapt this curriculum to meet their own specific requirements.

The primary goal of **The Concordia Distinctive** is to promote and enhance effective living in the contemporary world. More specifically, **The Concordia Distinctive** seeks to:

1. develop critical thinking skills;
2. enhance problem solving abilities;
3. develop the ability to communicate knowledge and ideas;
4. develop and integrate technological literacy;
5. promote the ability to work in a collaborative setting;
6. promote an understanding of the relation of God, through Christ, to the world;
7. promote understanding and appreciation of God's creation and the preservation of the environment; and
8. increase understanding and appreciation of expressions of the human spirit.

At the heart of **The Concordia Distinctive** is a 21-credit core of integrated learning courses designed to establish and maintain the concept of a learning community at Concordia. More specifically, the Integrated Learning Courses seek to provide a common venue for:

1. realizing the general objectives of The Concordia Distinctive;
2. introducing students to the rich range of liberal arts perspectives on human thought and behavior;
3. building toward advanced study in academic disciplines, especially those supported by the programs of study offered at Concordia College;
4. developing and enhancing communication skills;
5. teaching and developing skills for success in college and beyond;
6. engaging in experiential learning, including service components;
7. focusing on international issues; and
8. experiencing the New York metropolitan area.

The remaining 18 credit hours of **The Concordia Distinctive** consist of courses in various disciplines that support the total **Concordia Distinctive** learning experience.

Section A: Integrated Learning Courses (21 credit hours)

Course Number	Course Title	Semester Hours
COM 100	Using Language to Inform	3
COM 101	Using Language to Influence	3
COM 110	Information Literacy	1
COM 200	Using Language in Academic Contexts	3
HIS/SSC 100	The Human Challenge: A History of World Civilizations	3
HUM 100	Living With the Arts	3
REL 100	Scripture and Faith in Context I (Old Testament)	3
SCI 100	Science in Context	3

Section B: Discipline Support Courses (18 credit hours)

Course Number	Course Title	Semester Hours
The Christian Perspective		
REL 200	Scripture and Faith in Context II (New Testament)	3
REL 300	Scripture and Faith in Context III (Church History)	3
Mathematical Reasoning		3
Select **one** from:		
MAT 120	Mathematics for Liberal Arts	
MAT 121	Introduction to Probability and Statistics	
MAT 201	Precalculus	

Course Number	Course Title	Semester Hours
World Cultures		3
Select **one** from:		
ART 222	World Art	
MUS 209	World Music	
ENG 241	Masterpieces of World Literature	
REL 252	World Religions	
INS 263	The Sociology of Globalization	
Human Behavior		3
Select **one** from:		
PSY 181	General Psychology	
SOC 151	Elements of Sociology	
ECO 263	Microeconomics	
Personal Wellness		
PED 103	Fitness and Wellness	2

THE INDIVIDUALIZED GRADUATION PLAN

The Individualized Graduation Plan, which completes the minimum 122 hours required for graduation, consists of the program of study and the Exploration/Enrichment Sequence. The Exploration/Enrichment Sequence is comprised of those hours, normally about 40, that remain after satisfying the requirements of **The Concordia Distinctive** and the program. CAR 100, Freshman Seminar (1 hour), and COM 110, Information Literacy (1 hour) are required of all Freshmen during their first year.

The purpose of the Exploration/Enrichment Sequence is to encourage

a. enrichment and support courses for the program of study;

b. realization of personal goals;

c. exploration of personal interests;

d. exploration of post-graduation objectives; and,

e. development of a sense of vocation and social responsibility.

Minimally, the Exploration/Enrichment Sequence consists of academic requirements, including the possibility of a double program of study and/or involvement in the Fellows Program of the College, as well as other experience-related items such as field work, volunteer activities, athletic involvement, activity involvement, summer employments, summer study, study abroad, portfolio development, and internships.

Guidance in developing and realizing the Individualized Graduation Plan is provided through advisement.

EXPERIENTIAL LEARNING (EXL)

Experiential Learning engages students in opportunities to extend learning activities beyond the traditional classroom. At Concordia, Experiential Learning (EXL) is a supervised learning model designed to integrate formal learning and personal experience through a cycle of knowledge/preparation, activity/experience, and reflection/review. Methods for EXL may include independent learning, problem solving, project work, activity participation, field work and community placement, prior learning, leadership opportunities and/or training, creative performances, service learning, and personal development.

Each first-time college student entering the College beginning with the fall 2006 semester will earn no fewer than 6 credits in EXL as part of their 122 credit graduation requirement. Credits may be earned in one, two, or three credit opportunities which vary from semester to semester. No more than half of these credits may be earned in on-campus opportunities. EXL opportunities may include internships, field work, study abroad, service learning, city-as-text, study trips, or independent research. Descriptions for specific EXL opportunities for credit offered in a given semester are provided in the syllabus and EXL management policy.

Students may freely elect to fulfill the EXL requirement by engaging in opportunities not directly connected to their program and they are encouraged to make choices that are fully integrated with their Individualized Graduation Plan.

Programs of Study

Concordia's programs represent the dimension of depth in a student's academic focus. Specific requirements for each program are found on subsequent pages of this section of the catalog. Enrollment in other than registered or otherwise approved programs may jeopardize a student's elegibility for certain student aid awards. The following degree programs are registered by the New York State Education Department:

BACHELOR DEGREE PROGRAMS

(HEGIS/Classification of Instructional Programs Code)

Accelerated Behavioral Science (4901/45.0101)	B.A.
Accelerated Business Administration (0506/52.0201)	B.S.
Biology (0401/26.0101)	B.A.
Business Administration (0506/52.0201)	B.S.
Education	
Early Childhood (0823.00/13.1210)	B.A.
Childhood (0802.00/13.1202)	B.A.
Middle Childhood Generalist (0804.00/13.1203)	B.A.
English (1501/23.0101)	B.A.
Liberal Studies (4901/24.0101)	B.A.
Nursing (1203.00/51.1699)	B.S.
Social Sciences (2201/45.0101)	B.A.
Social Work (2104/44.0701)	B.S.

ASSOCIATE DEGREE PROGRAMS

(HEGIS/Classification of Instructional Programs Code)

Accelerated Liberal Studies (5649/24.0101)	A.A.
Business Administration (5004/52.0201)	A.A.S.
Executive Assistant (5005/52.0401)	A.A.S.
Liberal Arts (5649/24.0101)	A.A.
Pre-Deaconess (5623/38.0201)	A.A.

TEACHER CERTIFICATION PROGRAMS

Concordia College is authorized to recommend the awarding of New York State initial certification to students who complete one of the following programs:

Early Childhood Education (Birth-Grade 2) (0823/13.1210)
Childhood Education (Grades 1-6) (0802/13.1202)
Middle Childhood Education Generalist (Grades 5-9) (0804/13.1203)

For additional information, contact the Chair of the Department of Education. Candidates are responsible for keeping informed about the requirements of the program in which they are enrolled.

PRE-PROFESSIONAL OPPORTUNITIES

Concordia offers advisement for those students who wish to prepare for specific vocations within the degree programs offered by the College.

BUSINESS PLUS Program. Students may combine a two-year Associate in Applied Science degree in business administration with a four-year Bachelor of Arts degree in a number of areas by following the "Business Plus" Program. Details are found on page 101.

PRE-LAW. Pre-Law advisement is available for students interested in careers in the legal professions. Pre-Law adviser is Mr. Jason Ketelsen. Details are found on page 102.

PRE-MEDICAL, PRE-NURSING, PRE-PHYSICAL THERAPY. Dr. Karen Bucher is the adviser for students interested in careers in the health-related sciences. Advisement on courses to take and admission requirements for graduate level programs is available.

PRE-SEMINARY. Dr. Martin Conkling is the pre-seminary director. The pre-seminary program is described on page 103.

WRITING/COMMUNICATION SPECIALIZATIONS. Concordia has established an affiliation agreement for early admission into Fordham University's degree program in Public Communications in the Graduate School of Arts and Sciences. Concordia English program students will be permitted to apply for admission into this program at the end of their junior year. Contact Dr. Mandana Nakhai for further information.

INTERNSHIP. Upper-level students are encouraged to enter into internship arrangements with businesses and professional agencies in the Westchester County/New York City area, which will provide them with an enrichment of their academic program (see page 111). A student internship for academic credit is under the direction of a faculty mentor. Information regarding the internship program is available from the director of the Career Development Center.

REQUIREMENTS FOR GRADUATION

Concordia College confers degrees on students who have completed an approved program of studies with a minimum average grade of C, a grade point average (GPA) of 2.0 on a 4-point scale. The various academic programs may have additional grade requirements. **Each student is expected to be familiar with the academic regulations of the College and the particular requirements for his or her educational program. The student has the sole responsibility for complying with regulations for meeting degree requirements as set forth in this catalog and as amended from time to time.**

The normal requirement is that a minimum of 30 semester hours of credit and at least one-third of the credits required in a program of study must be completed at Concordia. A student must make a formal application for graduation and subsequently receive the recommendation of the division that offers the degree program. The specific requirements for each program and degree are listed under programs of study.

Bachelors degree programs require a minimum of 122 semester hours of credit. Associate degree programs require 62-66 semester hours of credit.

Concordia posts degree completions in December, May, and August.

GRADUATION PARTICIPATION

Concordia has one graduation ceremony yearly, at the conclusion of the traditional spring semester. Students are eligible to participate in the first graduation ceremony following successful completion of all academic graduation requirements. (It is assumed for graduation purposes that the student will successfully complete the courses in which he or she is currently registered.) A student's financial obligations to the College must be satisfied in order to participate in commencement exercises. Failure to satisfy financial obligations by April 20 will result in prohibition from participation in commencement exercises.

GRADUATION WITH HONORS

Concordia recognizes overall academic achievement by graduating students *summa cum laude* (if the GPA is 3.9 or higher), *magna cum laude* (if the GPA is 3.7 or above), and *cum laude* (if the GPA is 3.5 or above). The applicable designation appears on the graduating student's diploma.

GRADING SYSTEM

Achievement in courses is indicated by letter grades, each of which carries with it the quality point award indicated:

- A 4 quality points for each semester hour of credit.
- B+ 3.5 quality points for each semester hour.
- B 3 quality points for each semester hour.
- C+ 2.5 quality points for each semester hour.
- C 2 quality points for each semester hour.
- D 1 quality point for each semester hour.
- P Pass. Credit toward graduation, but not counted in computing the Grade Point Average (GPA).
- CR Credit awarded. Credit toward graduation, but not counted in computing the grade point average.
- F No credit and no quality points, but the credits attempted are counted in computing the grade point average.
- IP In Process. No credit and no quality points.
- I Incomplete. A grade given when a student, with the consent of the instructor, postpones the submission of certain required work or when a student misses part of his or her work because of circumstances beyond his or her control. To qualify for the assignment of the incomplete grade, the student must initiate and submit a schedule for course completion to the instructor by the last class meeting of the course. If this request for extension procedure is not followed, the instructor shall assign a grade on the basis of the work completed by the last day of the semester.
- AU Audit. No credit and no quality points.
- W Withdraw (before mid-semester). No credit and no quality points.
- WP Withdraw Pass (after mid-semester with a grade of D or better). No credit and no quality points.
- WF Withdraw Fail (after mid-semester). Same academic penalty as F.
- XT Exempted via equivalent competency; no credit and no quality points.
- # Remedial credit (not applicable toward a degree).

Unless so noted, courses may not be repeated for additional credit. Courses may be repeated after the initial attempt in order to gain additional mastery of the subject matter or to raise the course grade. When a course is repeated, only the highest grade and associated quality points are calculated into the student cumulative grade point average.

POLICIES REGARDING WITHDRAWAL FROM A COURSE

Once a student has registered for a given semester, all withdrawals from a course are carried out by filing the proper form with the Registrar's Office.

1. During the first two weeks of the semester, students may add or drop courses subject to availability of the courses the student desires to add. However, during the second week, a student adding a course must obtain the signature of the instructor.
2. From the beginning of the third week through the end of the first week after the mid-semester date, students who withdraw from a course will be assigned a grade of W. This grade does not carry academic credit nor does it result in academic penalty. However, it can effect your Satisfactory Academic Progress.
3. From the beginning of the second week after mid-semester until the end of the third week before the end of the semester, students who withdraw from a course will receive a grade of WP or WF.
4. During the last two weeks of the semester, all withdrawals will result in a grade of F.
5. All unauthorized withdrawals from a course will result in a grade of WF. *Failure to attend a class for which a student is registered or unofficial notification to the instructor does not constitute withdrawal from a course and will result in an administrative "F" ("WF" grade).*

DEAN'S LIST HONORS

Dean's List recognition is granted to a full-time student, registered for 12 or more gradable credits (i.e., A-F grading), whose grade point average for the semester equals or exceeds 3.500. Note: Students granted the option of an "I" grade are not eligible for Dean's List honors in that semester.

TRANSFER CREDIT

Normally, transfer credit is granted for those courses taken at an accredited institution where a minimum grade of "C" has been earned. Concordia accepts transfer grades and their associated quality points and includes these credits when calculating a student's cumulative grade point average.

CLASS STANDING

The class standing of a matriculated student is calculated based on the number of degree credits accrued as follows:

Freshmen: 0.00-26.99 credits;
Sophomore: 27.00-58.99 credits;
Junior: 59.00-90.99 credits;
Senior: 91.00 or more credits.

SATISFACTORY ACADEMIC PROGRESS

Concordia has defined "measurable satisfactory academic progress" as a combination of minimum credits and a minimum grade point average to have been achieved by the start of each semester. For those students enrolled in baccalaureate degree programs, the requirements are as follows:

At the start of semester	Minimum credits accrued	Minimum Grade Point Average
1	0	0.0
2	6	1.7
3	18	1.8
4	33	1.9
5	48	2.0
6	63	2.0
7	78	2.0
8	93	2.0
9	108	2.0
10	120	2.0

For those students enrolled in associate degree programs, the requirements are as follows:

At the start of semester	Minimum credits accrued	Minimum Grade Point Average
1	0	0.0
2	12	1.5
3	26	1.7
4	44	1.9
5	62	2.0

Student academic progress is reviewed at the end of each semester by the Academic Review Committee, chaired by the Dean of the College, to determine whether students may be retained in their academic programs at Concordia. In cases where the committee determines that satisfactory academic progress has not been maintained, the student may be placed on academic probation until the next review, or the student may receive an academic dismissal. Upon the first dismissal only, a student may appeal for reinstatement to the Dean of the College who, on behalf of the committee and after meeting with the student, may grant reinstatement. Students reinstated are expected to use the next semester to reach the retention standard in effect at the time of dismissal.

Bachelor Degree Programs

BIOLOGY PROGRAM

BACHELOR OF ARTS DEGREE

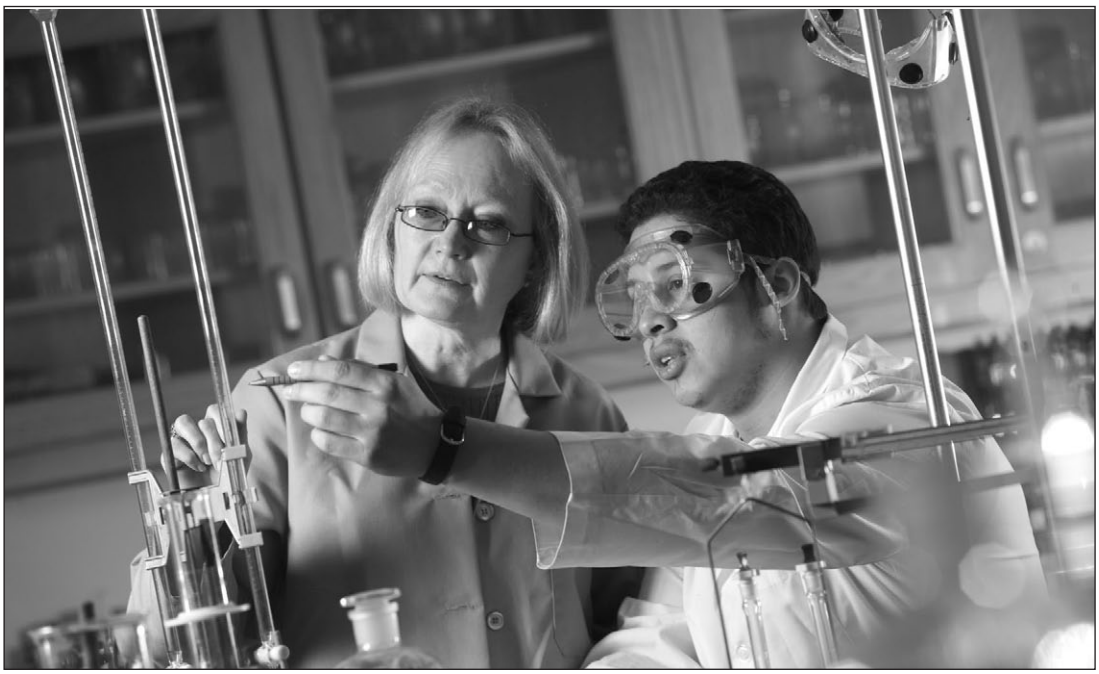
BIOLOGY COURSES AND DEGREES

The biology program is designed to meet student interest and to provide academic experiences in the various life science areas. In its curricular offerings, opportunity is provided to examine the structure, functions, interrelationships, and environmental setting of life forms. At the same time, the student is encouraged to develop skills in using and interpreting biological data, to make use of inductive scientific methods, and to integrate understandings with those arrived at from other disciplines.

The biology program provides a flexible program of academic work which may be modified as the student advances in the program. There are four general tracks which can be customized according to the student's strengths and interests: 1) biology theory and research; 2) health-related and medicine; 3) environmental issues; and 4) teaching science.

The student is assisted in developing an academic program based on the academic requirements listed below. At the same time, background and direction are provided toward a career interest. Graduates normally find employment in entry-level positions in research, health, education, business, or government. Or graduates may choose to enter graduate academic programs in a biology area, in medicine, or in education.

Students planning to study in biology should have taken high school courses which include biology and chemistry and a minimum of three years in mathematics.



The Concordia Distinctive for the Bachelor of Arts degree is required. See page 43. The following science courses are also required:

Course Number	Course Title	Semester Hours
BIO 207	Botany	4
BIO 208	Zoology	4
BIO 414	Biology: History, Process & Methods	3

Additional biology courses (electives) are taken to total 34 hours. A minimum grade of C is required in all courses applied to the program.

CHM 201, 202, MAT 121, Probability & Statistics, and 3 semester hours of CIS courses are required support courses for the program. A minimum grade of C is required in all required support courses.

A student planning to study biology is expected to register for BIO 207, 208, CHM 201 and CHM 202 early in his/her academic program. The student is assisted by an academic consultant in developing a preliminary academic program during the freshman year. A transfer student is also assisted in developing an academic program which incorporates transferred academic work. A student may choose to do a senior biology research project. Selection of a senior research topic and a biology faculty mentor should be done by the end of the junior year. Information on procedures for the project may be obtained from biology faculty.

The department recommends that elective choices include cell physiology, ecology, genetics, and microbiology. Physics 211 & 212, Physics I & II, MAT 210 & 220, Calculus I & II, and CHM 301 & 302, Organic Chemistry I & II, are recommended as support courses.

Credit may be awarded for BIO 207 & 208 and/or CHM 201 & 202 based upon demonstrated competency on the College Board Advanced Placement Test or Achievement Test.

BUSINESS ADMINISTRATION PROGRAM

BACHELOR OF SCIENCE DEGREE

The business administration program focuses on the functional areas of business—including management, marketing, economics, finance, accounting, law, and statistics. This broad scope provides a base upon which the graduate can seek employment or specialize through graduate training. Additionally, an accounting specialization, an international management specialization, or a concentration in financial planning are options within the program.

It is the mission of the business program to provide students with a broad and relevant range of business skills, global understanding, and the ethical foundation to succeed in life and career. Concordia graduates will be well prepared to continue their studies in graduate programs or to secure meaningful entry-level positions in the business world. The objectives of this program are to:

1. assist students in understanding and accepting the mission of Concordia College;
2. provide a broad-based business program which will equip graduates with knowledge in all the functional areas;
3. build career-oriented academic programs upon a solid liberal arts foundation;
4. provide a collaborative educational environment so that graduates are prepared to perform within a team milieu;
5. challenge the student with innovative and creative teaching methods;
6. provide an environment which fosters self-discipline, self-initiated learning, and integrity;
7. provide graduates with a feeling of preparedness when compared to their peers who have earned similar degrees at other institutions;
8. support a global perspective throughout all relevant course offerings;
9. support internships for qualified junior and senior students;
10. provide support for faculty professional development and involvement;
11. introduce concepts and issues not covered in the curriculum and address ethical issues as they apply to the work environment;
12. maintain active advisory relationships with senior business managers;
13. offer students professional experience through a college business club; and,
14. offer specializations in international management, accounting and courses in financial planning.

PROGRAM REQUIREMENTS

Completion of The Concordia Distinctive (see page 43) is required with two modifications: 1) a specified Mathematical Reasoning requirement of MAT 121, Probability & Statistics; 2) a specified Human Behavior requirement of SOC 151, Elements of Sociology, or SWK/SOC 110, Human Needs/Societal Responses. Additionally, students must earn a minimum of 60 hours of liberal arts credit.

Course requirements for the Business Administration Program (62 hours)

Course Number	Course Title	Semester Hours
ACC 223	Financial Accounting	3
ACC 224	Managerial Accounting	3
BUS 231	Business Communication	3
BUS 234	Principles of Management	3

BUS 235	Management Information Systems	2
BUS 242	Principles of Marketing	3
BUS 251	Business Statistics	3
BUS 281	Business Law I	3
BUS 335	Human Resource Management	3
BUS 336	Organizational Behavior	3
BUS 352	Principles of Finance	3
BUS 366	Money & Banking	3
BUS 371	International Business	3
BUS 437	Business Ethics	3
ECO 263	Microeconomics	3
ECO 264	Macroeconomics	3
ECO 361	Managerial Economics	3
BUS electives		9

Capstone

BUS 491	Strategic Management	3

A minimum grade of C is required in all courses applied to the program.

Required support courses within the Individualized Graduation Plan:

Computer Information Systems (CIS) electives	3
Non-English Modern Language electives*	6

**This requirement may be waived by the Business Chair if a student's first language is not English and the student demonstrates native fluency in a second language.*

INTERNATIONAL MANAGEMENT SPECIALIZATION

Students wishing to specialize in international management have the following modifications made to their program:

Requirements within the Program:

BUS 235, BUS 335, BUS 491, ECO 361, and the 9 credits of BUS elective are replaced by the following requirements:

Course Number	Course Title	Semester Hours
BUS 332	Cross-Cultural Communications	3
BUS 347	International Marketing Management	3
BUS 467	Political and Economic Systems in Developing Countries	3
BUS 492	International Strategic Management	3

Plus these additional required support courses within the Individualized Graduation Plan:

International Studies Cluster	6
Select two (total 6 semester hours) INS 300 level classes	
Modern Language Cluster	12
Select 12 semester hours of non-English language(s)*	

**This requirement may be waived by the Business Chair if a student's first language is not English and the student demonstrates native fluency in a second language.*

ACCOUNTING SPECIALIZATION

Students wishing to specialize in accounting have the following modifications made to their program:

Requirements within the Program:

BUS 235, ECO 361, and 9 credits of BUS electives are replaced by the following requirements:

Course Number	Course Title	Semester Hours
ACC 321	Intermediate Accounting I	3
ACC 322	Intermediate Accounting II	3
ACC 323	Cost Accounting	3
ACC 421	Auditing	3
BUS 353	Financial Analysis and Planning	3

FINANCIAL PLANNING CONCENTRATION

Students wishing to add a concentration in Financial Planning to their program of study may take BUS 350-series CFP® track elective courses designed as preparation for taking the CFP® Certification Exam. A Certified Financial Planner (CFP®) is a professional distinction and accreditation in the financial services industry. Students may pursue and complete CFP® track studies as undergraduates, graduates or by attending classes at other CFP® approved schools. After graduating from college and passing the CFP® exam, a student may be officially certified as a CFP® Certificant by the CFP® Standards Board.

Certified Financial Planner Board of Standards Inc. owns the certification marks CFP®, CERTIFIED FINANCIAL PLANNER™ and federally registered CFP (with flame design) in the U.S., which it awards to individuals who successfully complete CFP Board's initial and ongoing certification requirements.

BUS 350 FINANCIAL PLANNING page 119

The College offers financial planning (CFP® track) elective courses designed as preparation for taking the CFP® Certification Exam. Students wishing to add a concentration in Financial Planning to their program should consult with their academic advisor and the Director of Financial Planning.

BACHELOR OF ARTS DEGREE

Concordia's program for teacher education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). The curriculum provides opportunities for the candidates to develop the competencies necessary to obtain New York State initial teaching certificates in the following areas:

Early Childhood Education (Birth-Grade 2)
Childhood Education (Grades 1-6)
Middle Childhood Education Generalist (Grades 5-9)

The following mission statement was adopted by the Department of Education in the fall semester, 2002:

The Education Department of Concordia College–New York, cultivates a Christ-centered, value-oriented environment in which teacher education candidates are prepared for lives of service by means of a program which is firmly grounded in the liberal arts, pedagogical training, and field experience. Candidates are equipped with the knowledge, skills, and values necessary to make them life-long scholars, competent problem-solvers, and servant leaders.

Concordia's teacher education program is comprised of a comprehensive background in the liberal arts, a concentration in one academic discipline, and a professional sequence that includes field experiences, coursework, and a culminating student teaching semester.

Candidates completing the program will meet the academic requirements for an initial New York State teaching certificate. Other requirements for New York State certification include passing scores on the New York State Teacher Certification Examinations and attendance at seminars on Child Abuse Identification and Reporting and School Violence Prevention and Intervention. Candidates should check with Concordia's Education Office for information about the examinations, seminars, and other requirements for state certification.

The Lutheran Teachers Diploma is awarded to candidates who complete certain required religion and education courses and who meet the academic requirements for a New York State teaching certificate. A candidate who receives the Lutheran Teachers Diploma may request placement in the elementary or secondary schools of The Lutheran Church—Missouri Synod. Since 1998, the College has been successful in placing candidates who were geographically mobile. Recent graduates have received calls to teach in New York, New Jersey, Pennsylvania, Maryland, Texas, Illinois, and Florida.

ANNUAL INSTITUTIONAL REPORTING DATA

The Concordia College Education Department had 15 completers between August 2006 and May 2007, 93% of whom passed the New York State Certification Examinations.

Candidates completing Concordia's Teacher Education Program have found positions teaching in public, private, and parochial schools in New York City, as well as in local school districts, including White Plains, Bronxville, Scarsdale, Tuckahoe, Yonkers, and Mount Vernon. Concordia graduates have been accepted into graduate programs, including those at Columbia University, Fordham University, St John's University, Long Island University, Iona College, and the College of New Rochelle.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Admission to Concordia College does not automatically include admission to the Teacher Education Program. Candidates normally apply for admission to the program at the end of the sophomore year. Transfer students must apply after one semester of academic study. In order to be considered for admission, the candidate must attain and maintain a grade point average of 2.7, successfully complete all courses in the pre-professional sequence, take the Liberal Arts and Sciences Test (LAST), and complete at least 35 clock hours of field work. The candidate must also submit an application, accompanied by three faculty recommendations. Guidelines for application to the Teacher Education Program appear in the *Teacher Education Handbook*, available in the Education Office.

Candidates who have applied for admission to the Teacher Education Program will be asked to schedule and complete an interview with a panel of representatives of the Education faculty. Decisions concerning admittance of candidates to the Teacher Education Program are made by the professors of the Education Department. Meeting the basic application requirements does not guarantee admittance to the program. Other factors, such as disposition and likelihood of meeting state certification requirements, will also be taken into account. Only candidates who are admitted to the Teacher Education Program will be allowed to take courses in the Professional Sequence.

Once a candidate is admitted to the program, he or she is expected to maintain a grade point average of 2.7. Candidates who fail to do this must select another program of study. A minimum grade of C is required in all courses applied to the program. A candidate who earns less than a C will be required to repeat the course.

Candidates must also make a formal application for the Student Teaching Semester. In order to be eligible for student teaching, candidates must maintain the 2.7 grade point average, successfully complete 100 clock hours of field work, and successfully complete all courses in the pre-professional and professional sequences. Information about specific courses and field work requirements is available in the Education Office.

REQUIREMENTS FOR THE EDUCATION PROGRAM CERTIFICATION IN:

EARLY CHILDHOOD EDUCATION (Birth - grade 2)
CHILDHOOD EDUCATION (Grades 1-6)
MIDDLE CHILDHOOD EDUCATION GENERALIST (Grades 5-9)

These teacher education programs are designed to give the prospective teacher a strong general background in the liberal arts, as well as a more focused preparation in one academic area. The three programs share a common General Education Core and choice of academic concentrations. However, the Pedagogical Core for each program emphasizes the special attributes and needs of the children in that age group.

GENERAL EDUCATION CORE

The Concordia Distinctive for the Bachelors of Arts degree is required as follows:

Section A: Integrated Learning Courses (22 credit hours)

Course Number	Course Title	Semester Hours
CAR 100	Freshman Seminar (Required of Freshmen only)	1
COM 100	Using Language to Inform	3
COM 101	Using Language to Influence	3
COM 110	Information Literacy	1

Course Number	Course Title	Semester Hours
COM 200	Using Language in Academic Contexts	3
HIS/SSC 100	The Human Challenge: History of World Civilizations	3
HUM 100	Living With the Arts	3
REL 100	Scripture and Faith in Context I (Old Testament)	3
SCI 100	Science in Context	3

Section B: Discipline Support Courses (24 credit hours)

The Christian Perspective

REL 200	Scripture and Faith in Context II (New Testament)	3
REL 300	Scripture and Faith in Context III (Church History)	3

Mathematical Reasoning

MAT 131	Mathematical Explorations I	3
MAT 132	Mathematical Explorations II	3

World Cultures

Foreign Language (2 semesters study in a language other than English)		6

Human Behavior

PSY 181	General Psychology	3

Personal Wellness

PED 103	Fitness and Wellness	2

ACADEMIC CONCENTRATIONS

The following concentrations have been approved by the New York State Education Department for the Early Childhood, Childhood, and Middle Childhood Generalist Education Programs. Students must select one of these, preferably no later than the spring semester of the freshman year. Transfer students should make a selection as soon as possible.

Note: Parentheses around the credits for a particular course indicate that the course is also part of the General Education Core or one of the Professional Support Courses.

Liberal Studies Concentrations (30 credit hours)

GEO 101	General Geography	(3)
HIS 201 or	Western Civilization I	3
HIS 202	Western Civilization II	
HIS 215 or	Survey of American History Through the Civil War	(3)
HIS 216	Survey of American History Since the Civil War	

Course Number	Course Title	Semester Hours
Life Science Elective		3
Physical Science Elective		3
Specialization**		15

**Students select a specialization in one of the following areas:

Art*

ART 203	Drawing and Painting II	3
ART 222	World Art	3
ART 391	Advanced Projects	3
	Note: this course can be repeated up to a total of 8 credits.	
Select **two** of the following:		6
ART 210	Introduction to Architecture	
ART 350	Art in Gallery and Museum	
ART 391	Advanced Projects in Visual Arts	
	Note: this course can be repeated up to a total of 8 credits.	
ART 490	Gallery Internship	
	Note: this course can be repeated up to a total of 6 credits.	

Behavioral Studies*

Prerequisite: SOC 151 Elements of Sociology

SOC 252	Race and Ethnicity	3
SOC 255 or	Social Problems: Poverty and Discrimination	3
SOC 281	Working with Special Populations	
PSY/ SOC 382	Social Psychology	3
PSY 291 or	Developmental Psychology II	3
PSY 385	Abnormal Psychology	
SSC 285	Human Sexuality	3

Biology*

BIO 207	Botany	4
BIO 208	Zoology	4
BIO 271	Human Anatomy and Physiology I	4
BIO 272	Human Anatomy and Physiology II	4

English*

Select **one** course from:		3
ENG 341	Advanced Writing	
ENG 342	Creative Writing	
ENG 345	Journalism	

Course Number	Course Title	Semester Hours
Select **two** courses from:		6
ENG 201	British Literature I	
ENG 202	British Literature II	
ENG 203	British Literature III	
ENG 214	American Literature II	
ENG 215	American Literature III	
Topics		
Select **two** courses from:		6
ENG 330	Literature and the Adolescent Experience	
ENG 330	Masterpieces of World Literature	
ENG 330	Women in Western Literature	
ENG 330	African-American Literature and Culture	
Religion*		
REL 331	Issues in the Old Testament	3
REL 332	Issues in the New Testament	3
REL 334	Lutheran Theology	3
Select **two** of the following:		6
REL 323	Theology and Modern Literature	
REL 325	The Era of the Reformation	
REL 333	Issues in Modern Theology	
REL 351	Religion in America	
PHI 301	Philosophy of Religion	

Note: Students selecting this specialization, who also take EDU 327 (Religious Education and the Role of the Christian Teacher) and complete the classroom teaching certification requirements, will be eligible for the Lutheran Teachers Diploma.

Mathematics*		
MAT 201	Precalculus	3
MAT 210	Calculus I	4
MAT 311	Development of Mathematical Thought and Methods	3
MAT Electives - 200-level or above		6
Music*		
MUS 104	Trends in Popular Music	3
MUS 106	Guided Concert Experiences	3
MUS 110	Experiencing Music	3
MUS 206	American Jazz	3
MUS 209	Non-Western Music	3

Course Number	Course Title	Semester Hours
Social Studies*		
POL 271	American Government	3
HIS 201 or,	Western Civilization I	3
HIS 202	Western Civilization II (Whichever one not taken as part of Liberal Studies)	
HIS 215 or,	Survey of American History Through the Civil War	3
HIS 216	Survey of American History Since the Civil War (Whichever one not taken as part of Liberal Studies)	
Select **two** additional history electives 300-level or above:		6

PROFESSIONAL SUPPORT COURSES AND PEDAGOGICAL CORES

EARLY CHILDHOOD EDUCATION (BIRTH-GRADE 2)

Professional Support Courses		
GEO 101	General Geography	3
HIS 215	Survey of American History Through the Civil War	3
PHI 322	Philosophy of Early Childhood Education	3
PSY 282	Developmental Applications: Birth to Age Eight	3
PSY 294	Psychology of Exceptional	3
EDU 323	Children's Literature	3

Course Number	Course Title	Semester Hours
EDU 371	Educational Psychology	3
SOC 241	Violence in the Family	3
Pedagogical Core		
EDU 120	Principles of Education	3
EDU 131	Methods and Materials for Teaching Mathematics I	1
EDU 132	Methods and Materials for Teaching Mathematics II	1
EDU 162	Pre-Professional Practicum Experience	1
EDU 191	Drug Abuse Education	1
EDU 324	Integration of Movement, Music, and Art	2
EDU 325	Methods and Materials for Teaching Science and Social Studies	2
EDU 328	Methods and Materials for Teaching Reading/Language Arts I	3
EDU 329	Methods and Materials for Teaching Reading/Language Arts II	3
EDU 343	Home, School, Church, and Community Relations	2
EDU 351	Curriculum & Assessment	3
EDU 372	Microteaching Lab	3
EDU 451	Classroom Management	1
EDU 452	Student Teaching Seminar	1
EDU 481	Student Teaching	10
MUS 332D	Studies in Music Education: Folksong of the Americas	1

CHILDHOOD EDUCATION (GRADES 1-6)

Professional Support Courses		
GEO 101	General Geography	3
HIS 215	Survey of American History Through the Civil War	3
PHI 221	Philosophy and History of Education	3
PSY 281	Developmental Psychology I	3
PSY 294	Psychology of Exceptional Children and Adolescents	3
EDU 323	Children's Literature	3
EDU 371	Educational Psychology	3
SOC 241	Violence in the Family	3
Pedagogical Core		
EDU 120	Principles of Education	3
EDU 131	Methods and Materials for Elementary Mathematics I	1
EDU 132	Methods and Materials for Elementary Mathematics II	1
EDU 164	Pre-Professional Practicum Experience	1
EDU 191	Drug Abuse Education	1
EDU 324	Integration of Movement, Music,and Art	2
EDU 325	Methods and Materials for Teaching Science and Social Studies	2
EDU 328	Reading/Language Arts in the Elementary and Middle School I	3
EDU 329	Reading/Language Arts in the Elementary and Middle School II	3
EDU 343	Home, School, Church, and Community Relations	2

Course Number	Course Title	Semester Hours
EDU 351	Curriculum & Assessment	3
EDU 372	Microteaching Lab	3
EDU 451	Classroom Management	1
EDU 452	Student Teaching Seminar	1
EDU 481	Student Teaching	10
MUS 332D	Studies in Music Education: Folksong of the Americas	1

MIDDLE CHILDHOOD EDUCATION - GENERALIST (GRADES 5-9)

Professional Support Courses

GEO 101	General Geography	3
HIS 215	Survey of American History Through the Civil War	3
PHI 221	Philosophy and History of Education	3
PSY 281	Developmental Psychology I	3
PSY 291	Developmental Psychology II	3
PSY 294	Psychology of Exceptional Children and Adolescents	3
ENG 224	Literature and the Adolescent Experience	3
EDU 371	Educational Psychology	3

Pedagogical Core

EDU 120	Principles of Education	3
EDU 131	Methods and Materials for Elementary Mathematics I	1
EDU 132	Methods and Materials for Elementary Mathematics II	1
EDU 166	Pre-Professional Practicum Experience	1
EDU 191	Drug Abuse Education	1
EDU 324	Integration of Movement, Music, and Art	2
EDU 325	Methods and Materials for Teaching Science and Social Studies	2
EDU 328	Reading/Language Arts in the Elementary and Middle School I	3
EDU 329	Reading/Language Arts in the Elementary and Middle School II	3
EDU 343	Home, School, Church, and Community Relations	2
EDU 351	Curriculum & Assessment	3
EDU 372	Microteaching Lab	3
EDU 451	Classroom Management	1
EDU 452	Student Teaching Seminar	1
EDU 481	Student Teaching	10

CERTIFICATION IN:

MIDDLE CHILDHOOD EDUCATION - SPECIALIST (GRADES 5-9)

ADOLESCENCE EDUCATION (GRADES 7-12)

As of July 2005, students are no longer being admitted into the Middle Childhood Specialist and Adolescence Education Programs. Students who wish to teach at the Middle Childhood Specialist or Adolescence levels should meet with an academic adviser to create an educational plan preparing for graduate school in these areas once they have completed their undergraduate program.

LUTHERAN TEACHERS DIPLOMA

A student who is a member of a congregation of The Lutheran Church-Missouri Synod and who wishes to enter the LC-MS teaching ministry must complete the requirements for the appropriate New York State classroom teaching certificate and complete the following courses in order to earn a Lutheran Teachers Diploma. A minimum grade of C is required in all courses for students seeking this endorsement. Teachers in Lutheran schools may prepare themselves for entrance into the teaching ministry of The Lutheran Church-Missouri Synod by taking courses in the Lutheran Teacher Colloquy Program. See page 103.

Course Number	Course Title	Semester Hours
REL 331	Issues in the Old Testament	3
REL 332	Issues in the New Testament	3
REL 334	Lutheran Theology	3
EDU 327	Religious Education & Role of the Christian Teacher	3
Select **two** of the following:		6
REL 323	Theology and Modern Literature	
REL 325	The Era of the Reformation	
REL 333	Issues in Modern Theology	
REL 351	Religion in America	
PHI 301	Philosophy of Religion	

NEW YORK STATE COACHING CERTIFICATION PROGRAM

Please refer to program requirements listed on page 108.

ENGLISH PROGRAM

BACHELOR OF ARTS DEGREE

The English Program is designed to promote strong thinking, writing, and communication skills. The program's mission is to ensure that Concordia students become good communicators and critical thinkers, who are able to synthesize information and make informed, ethical decisions. Consequently, our graduates demonstrate the skills and knowledge necessary for "lives of service" as they excel in many professions. English is a solid foundation for a career in advertising, editing, journalism, public relations, research, teaching, and writing. It is also a strong program for students interested in the pastoral ministry, the legal profession, a master's degree in business administration or government services.

The English faculty assumes responsibility for advisement of the English Program with a view that students who successfully complete this program shall:

1. Write Effectively

Students in the English Program write extensively in every course in the program, so their progress is evident in their portfolios. Through advanced writing courses, students demonstrate their skills in college publications, internships, and independent studies.

2. Appreciate Literature

Literature in the English Program is experienced in breadth in survey course and in critical depth through specialized topic courses. Students will understand the role and relationship of literature to humankind's growing body of knowledge, recognizing the need for the literary arts to work in harmony with other arts and sciences.

3. Think Critically and Ethically

From the first core courses, students in the English Program are challenged to produce work that requires moral and ethical reasoning. They are expected to analyze, debate, synthesize, and sometimes dramatize texts that foster a global perspective and encourage them to examine the world and themselves.

4. Use Their Own Talents

English students learn how to use their talents in the "real world" through experiential learning courses and internships. They will also become aware of their own interests in the creative arts or in career roles.

PROGRAM REQUIREMENTS

The Concordia Distinctive for the Bachelor of Arts is required (40 hours). See page 43. A minimum grade of C is required in all courses applied to the program. Additionally, students must complete 42 hours of electives and support courses and 40 hours of required English courses, for a total of 122 hours.

REQUIRED ENGLISH COURSES

Course Number	Course Title	Semester Hours
Gateway Course		
ENG 110	Language of Literature	1
Introductory Genre Courses		
ENG 211	Introduction to Fiction	3
ENG 212	Introduction to Drama	3
ENG 213	Introduction to Poetry	3

Course Number	Course Title	Semester Hours
Introductory Survey Courses		6
Select **two** from the following courses:		
ENG 201	British Literature I	
ENG 202	British Literature II	
ENG 203	British Literature III	
ENG 214	American Literature II	
ENG 215	American Literature III	
ENG 241	Masterpieces of World Literature	
Topics		
ENG 330	Topics in Literacy Arts	3
Literary Figures		
ENG 350	Topics in Literacy Figures	3
Fiction		3
Select **one** from the following courses:		
ENG 301	American Fiction	
ENG 302	European Fiction	
ENG 303	British Fiction	
Criticism		
ENG 381	Critics	3
Area of Specialization—Writing		
Select **three** from the following courses:		9
ENG 341	Advanced Writing	
ENG 342	Creative Writing	
ENG 345	Journalism	
ENG 346	Writing for the World Wide Web	
Capstone		
ENG 400*	Senior Seminar	3

**Capstone course may be taken as an extension of any Topics or 300-level course. Contact the program adviser for approval.*

Area of Specialization—Literature		
Select **three** from the following courses:		9
Additional Major Figures course		
Additional Topics course		
Additional Survey course		
Additional Fiction course		
Capstone		
ENG 400*	Senior Seminar	3

Capstone course may be taken as an extension of any **Topics or 300-level course. Contact the program adviser for approval.*

The English Program strongly encourages internships related to the area of specialization.

SUPPORT COURSES FOR THE ENGLISH PROGRAM

- All English courses
- An applied fine art class
- A computer course
- Foreign Languages (6 credits, preferably)
- A religion course (REL 351 or another relevant religion course)
- HIS 201 and 202: Western Civilization I & II
- HIS course or courses relevant to the student's area of interest in literature
- PHI 101: Introduction to Philosophy
- PHI 201: Introduction to Ethics
- PSY 181: Introduction to Psychology

LIBERAL STUDIES PROGRAM

BACHELOR OF ARTS DEGREE

The Liberal Studies Program provides students with an opportunity to integrate interests in two self-selected areas of study within the framework of an individualized and coherent plan. Building on the scope of disciplines explored in The Concordia Distinctive, students in the Liberal Studies Program develop depth of knowledge in two self-selected areas of study along with support courses, electives, and experiences which enhance their individualized graduation plan. Students complete a capstone experience in one of their chosen areas of study which involves research and/or experiences leading to demonstration of the cohesion and mastery in their program.

It is the mission of this program to provide a broad-based liberal arts education with flexibility and creativity, preparing graduates to achieve personal and academic objectives. The goals of this program are to:

1. provide students with opportunities to explore the liberal arts and connect various fields of learning;
2. provide an environment which fosters self-discipline and self-initiated learning;
3. provide a strong liberal arts foundation as the basis of understanding the world;
4. build upon foundational analytical, critical thinking, and communication skills developed in The Concordia Distinctive;
5. nurture creativity and enthusiasm for learning; and
6. assist students in understanding and embracing the mission of Concordia College.

PROGRAM REQUIREMENTS

A. The Concordia Distinctive (40 hours) for the Bachelor of Arts degree is required. See page 43.

B. The student will work with an adviser to develop his or her academic program and submit a "Declaration of Intent" to be enrolled in the Liberal Studies Program.

The "Declaration of Intent" will outline the two areas of study selected by the student to comprise his or her Liberal Studies Program. Students are also required to complete a Capstone Course in one of the areas of their Liberal Studies Program. A minimum grade of C is required in all courses applied to the program.

The following are the eleven areas of study in the Liberal Studies Program:

Art
Biblical Languages
English
History
Mathematics
Music
New Media
Philosophy
Psychology
Religion
Sociology

VISUAL ARTS AREA OF STUDY

The mission of the Visual Arts Area of Study at Concordia College is to engage students in the study of visual arts within liberal arts education by exposing them to past and current approaches to creativity, while developing their understanding and appreciation of world art.

The goals of the Visual Arts Area of Study aim to enable students to:

1. have an introduction to the general principles and vocabulary of visual arts;
2. become familiar with key artists, artworks, and styles of world art;
3. develop a critical opinion of art regardless of personal taste, and thus achieve a deeper understanding and appreciation of it;
4. develop creative skills by using various materials and techniques;
5. continue with the discovery of their unique abilities and needs for self expression; and
6. develop a portfolio of original artwork suitable for professional presentation.

REQUIRED VISUAL ARTS COURSES

To complete studies in the Visual Arts Area students are required to earn a total of 18 credit hours in Visual Arts courses, with 9 credits in 200 level, and another 9 credits in 300 or 400 level courses. In addition, students are required to complete a Capstone Course in one of the areas of their Liberal Studies Program.

Course Number	Course Title	Semester Hours
ART 203	Drawing & Painting II	3
ART 210	Introduction to Architecture	3
ART 222	World Art	3
ART 350	Art in Gallery and Museum	3
ART 355	Portfolio Preparation	1
ART 391	Advanced Projects in Art	(up-to) 8
Capstone		
ART 490	Gallery Internship	3-6

BIBLICAL LANGUAGES AREA OF STUDY

The mission of the Biblical Languages Area of Study is to offer students the knowledge and ability to read the Old and New Testament in their original languages: Hebrew and Greek.

The goals of this area of study are to enable students to:

1. attain an intermediate understanding of the vocabulary, morphology, and syntax of biblical Hebrew and Greek;
2. read the Old and New Testament in their original languages with the aid of scholarly grammars and lexicons;
3. engage in textual criticism and recognize the literary artistry of the Bible in its original languages;
4. appreciate the value of biblical languages for accurately interpreting the Bible and formulating sound biblical theology; and
5. pursue graduate studies in the area of biblical languages, particularly at a seminary.

REQUIRED BIBLICAL LANGUAGE COURSES: 21 HOURS

Course Number	Course Title	Semester Hours
GRK 202	Greek I	3
GRK 203	Greek II	3
GRK 311	Graded Readings in Biblical Greek I	3
GRK 312	Graded Readings in Biblical Greek II	2
GRK 313	Greek Review and Practice	1
HEB 305	Biblical Hebrew I	5
HEB 306	Biblical Hebrew II	4
Capstone		
GRK/HEB 410	Biblical Languages Capstone	3

SUPPORT COURSES FOR BIBLICAL LANGUAGES

GER 101	German I
GER 102	German II

ENGLISH AREA OF STUDY

The English Area of Study is designed to enable the Liberal Studies student to appreciate literature and its relationship to disciplines across the curriculum, recognizing the need for the literary arts to work in harmony with other arts and sciences. Students will also develop skills in critical thinking, effective communications, and information literacy—skills highly valued in many professions.

The English faculty assumes responsibility for advisement of the English Area of Study with a view that students who successfully complete this program shall:

1. appreciate literature;
2. develop analytical and critical thinking skills;
3. develop writing and speaking skills; and
4. value the unique Liberal Studies experience in English and a second area of study.

REQUIRED ENGLISH COURSES: 18 HOURS

Genre Courses		3
Select **one** from the following:		
ENG 211	Introduction to Fiction	
ENG 212	Introduction to Drama	
ENG 213	Introduction to Poetry	
Introductory Survey Courses		6
Select **two** from the following:		
ENG 201	British Literature I	
ENG 202	British Literature II	
ENG 203	British Literature III	
ENG 214	American Literature II	

Course Number	Course Title	Semester Hours
ENG 215	American Literature III	
ENG 241	Masterpieces of World Literature (If not taken as part of the Distinctive)	
Topics		
ENG 330	Topics in Literacy Arts	3
Literary Figures		
ENG 330	Topics in Literacy Arts	3
Writing Courses		3
Select **one** from the following:		
ENG 341	Advanced Writing	
ENG 342	Creative Writing	
ENG 345	Journalism	
ENG 346	Writing for the World Wide Web	
Capstone		3
ENG 381	Critics, Criteria, and Criticism	

HISTORY AREA OF STUDY

History is an integral part of the classic liberal arts tradition and is an essential resource for understanding the world today. Through the study of past human experiences, we gain insights and knowledge of both ourselves and other people. The study of history can enrich one's abilities to analyze and think critically on a variety of different topics. But more importantly, it can help enable one to imagine and empathize with people in a variety of different situations. Those studying history should:

1. develop a general sense of the chronology of Western and world history;
2. understand the dynamics of history, its causes and consequences;
3. analyze the sources of history, noting their strengths and limitations;
4. interpret historical events, employing and evaluating historiography;
5. express one's historical perspectives in both oral discussion and in writing; and,
6. gain a better understanding of one's place and purpose in history.

REQUIRED HISTORY COURSES: 18 HOURS

Course Number	Course Title	Semester Hours
Survey Courses		6
HIS 201 & 202	Western Civilization I & II	
or HIS 215		
& HIS 216	American History I & II	

Course Number	Course Title	Semester Hours
Elective Courses		9
Select **three** from the following:		
American –		
HIS 313	United States and the Cold War	
HIS 314	The Civil Rights Movement	
HIS 317	The American Presidency	
HIS 318	History of Women in America	
European –		
HIS 325	The Era of the Reformation	
HIS 342	Soviet Russia	
HIS 343	Hitler, Nazi Germany, and the World	
HIS 355	The Crusades: Christendom, the Holy Land, and Islam	
World –		
HIS 361	Modern Japan	
HIS 362	Latin American History	
HIS 363	India and China, 1500 to the Present	
HIS 364	The Modern Middle East	
HIS 431	Historiography	3
Capstone		3
HIS 441	Seminar in History	

MATHEMATICS AREA OF STUDY

The Mathematics Area of Study focuses on the individual goals of each student, providing mathematics and statistics for applied mathematicians, pure mathematicians, and teachers of mathematics. Advanced courses in statistics prepare interested students for the abundant careers in statistics and applied mathematics. After graduation, the mathematics student can enroll in a masters/Ph.D. program in applied mathematics or mathematics education. It is the mission of the mathematics program to enable students to realize the level of mathematical competence that is consonant with their aptitude and motivation. Our objectives are to:

1. enable students to accept and understand the mission of Concordia College;
2. provide a broad foundation in mathematics to prepare students for careers in business, education, or for graduate school;
3. build strong career-oriented programs to enable students to link their college training to specific careers;
4. motivate each student to reach his/her mathematical potential;
5. provide interesting and challenging courses;
6. train a highly functioning Mathematics Team that competes favorably with the best in the world;
7. provide computer science courses that prepare students for the computer-related work in mathematical professions;
8. offer a sequence of advanced courses in statistics;
9. provide support for faculty professional development and leadership;

10. provide an environment that fosters responsibility, creativity, self-discipline and integrity; and
11. provide students with confidence in their mathematical preparation for work or for graduate school.

REQUIRED MATHEMATICS COURSES: 18 HOURS

Course Number	Course Title	Semester Hours
MAT 210	Calculus I	4
MAT 220	Calculus II	4
MAT 310	Intermediate Calculus	4
Select **two** from the following:		6
MAT 341	Theory of Numbers	
MAT 321	Probability (Calculus-based)	
MAT 322	Statistical Inference (Calculus-based)	
MAT 350	Linear Algebra	
Capstone		3
MAT 442	Mathematical Modeling	

All students pursuing the Mathematics Area of Study should take MAT 121 to satisfy their Distinctive requirement. They should also take MAT 246 as part of their Experiential Learning requirement.

Students enrolled in this program are strongly encouraged to join the Mathematics Team early in their studies to train for the International Contest in Mathematical Modeling.

MUSIC AREA OF STUDY

The mission of the Music Area of Study is designed to encourage self-discovery and self-expression through study of the elements, history, and practice of music. Students will develop knowledge, understanding, and skills which can lead to a lifetime of vocational, avocational, or further educational pursuits. The goals of the Music Area of Study are for students to:

1. gain a theoretical and historical understanding of western music;
2. gain an understanding in the aural relationship of melody, harmony, and rhythm;
3. gain an understanding in the art of conducting;
4. understand the links between the theory and practice in music;
5. understand the links between history, literature, and music; and,
6. demonstrate musical aptitude for performing music of multiple styles and eras.

Course Number	Course Title	Semester Hours
Theory and Ear-Training Courses		
MUS 221	Traditional Harmony I	1.5
MUS 222	Traditional Harmony II	1.5
MUS 231	Ear-Training & Sight Singing I	1
MUS 232	Ear-Training & Sight Singing II	1
Music History & Literature Courses		
MUS 301	History & Literature of Music I	2
MUS 302	History & Literature of Music II	2
Applied Music		
MUS 240	Applied Music	4
MUS 324	Conducting	2
Music Electives – Select three credits from:		3
MUS 313	Songwriting	1-3
MUS 332D	World Folk Music	1
MUS 334	Topics in Music Theory	1-3
MUS 331	Studies in Church Music	1
MUS 360	Topics in Music History & Literature	1-3
MUS 380	Topics in Popular Music	1-3
Capstone Course – Select one from the following:		
MUS 441	Music Seminar	3
MUS 442	Senior Lecture Recital	3
MUS 443	Senior Conducting Recital	3
MUS 481	Popular Music Seminar	3

NEW MEDIA AREA OF STUDY

The mission of the New Media Area of Study at Concordia College is to ground the study of digital technologies and their new modes of communication within a liberal arts education, with emphasis on ethical and social awareness. Its curriculum integrates digital production with theory, critical studies, and writing, and seeks to prepare students for the constantly changing new media arena. The goals are to:

1. build creative and independent thinkers in the new media field;
2. create proficient digital media makers with a global view of the new media field;
3. educate students to communicate proficiently in a constantly changing digital media world;
4. expose students to professional resources and contacts in the digital media industry;
5. provide a global perspective on the new media field;
6. provide an environment in which the student can be supported in experimenting with the new language of emerging media;
7. expose the student to aesthetic, social, ethical, and technical issues in the field of new media; and
8. challenge the student with creative collaborative projects.

REQUIRED NEW MEDIA COURSES: 18 HOURS

To complete studies in the New Media Area of Study, students are required to earn a total of 18 credit hours in New Media courses, with 9 credits in 200 level, and another 9 credits in 300 or 400 level courses. In addition, students are required to complete a Capstone Course in one of the areas of their Liberal Studies Program.

Course Number	Course Title	Semester Hours
200 Level Courses		9
NMC 231	Introduction to Production	
NMC 232	Introduction to New Media	
NMC 233	Documentary Production	
300 and 400 Level Courses		9
Select **9 hours** from the following:		
NMC 331	New Media, Art, and Culture	
NMC 332	Interactive Multimedia	
NMC 341	Real World: The Business of New Media	
NMC 431	Advanced Projects in New Media (1-4 hours)	
Capstone		3-6
NMC 491	Capstone Portfolio	

SUPPORT COURSES FOR NEW MEDIA

Art courses, especially:

ART 103	Drawing and Painting I
ART 114	Aesthetics of Photography
ART 203	Drawing and Painting II
ART 222	World Art
ART 355	Portfolio Preparation and Presentation

Course Number	Course Title	Semester Hours

Communication courses, especially:

COM 234	Public Speaking
COM 271	Introduction to Media Industries

Computer Information Systems courses, especially:

CIS 241-249	Short Courses in Computer Software

English courses, especially:

ENG 211	Introduction to Fiction
ENG 212	Introduction to Drama
ENG 213	Introduction to Poetry
ENG 342	Creative Writing
ENG 345	Journalism: Writing News, Reviews, Features
ENG 346	Writing for the World Wide Web
ENG 381	Critics, Criteria, and Criticism

Music courses, especially:

MUS 110	Experiencing Music
MUS 240	Applied Music
MUS 104	Trends in Popular Music
MUS 106	Guided Concert Experiences
MUS 206	American Jazz
MUS 347	Studio Production Techniques

Philosophy courses, especially:

PHI 201	Ethics

PHILOSOPHY AREA OF STUDY

Philosophy as an academic discipline has existed for more than two millennia. Philosophers address the following sorts of questions: How should we live, both individually and collectively? Are there objective standards for morality or is it all relative? Does God exist? What kind of a thing is the mind/soul and how exactly does it connect to the body? What, if anything, can be known for certain? What is ultimately real? Philosophers not only endeavor to answer such questions, but they pride themselves on offering arguments – sometimes incredibly complex arguments incorporating cutting-edge science – in support of their answers.

The goals of the philosophy area of study are to:

1. familiarize students with some of the principal problems and figures in the discipline of philosophy;
2. teach students systematic techniques for identifying, constructing, and critically evaluating arguments;
3. enable students to delve deeply into a single topic in philosophy and write a professional paper on the topic; and,
4. prepare students for graduate study in philosophy.

REQUIRED PHILOSOPHY COURSES: 18 HOURS

Course Number	Course Title	Semester Hours
PHI 241	Logic	3
Select at least **one** from the following:		3 or 6
PHI 201	Ethics	
PHI 211	Bioethics	
Select at least **three** from the following:		9 or 12
PHI 301	Philosophy of Religion	
PHI 360	Issues in Contemporary Philosophy (Repeatable)	
PHI 370	Figures in Philosophy (Repeatable)	
Capstone		
PHI 481	Philosophy Capstone Project	3

SUPPORT COURSES FOR PHILOSOPHY

BIO 231/ESC 231	Earth History
BUS 437	Business Ethics
COM 234	Public Speaking
PSY 483	Theories of Personality
REL 252	World Religions
ENG	(all English courses)
GER	(all German courses)
GRK	(all Greek courses)
HIS	(all History courses)
PHY	(all Physics courses)
POL	(all Political Science courses)
SOC	(all Sociology courses)

PSYCHOLOGY AREA OF STUDY

Psychology is the scientific study of mental, emotional, and behavioral processes in humans and selected animal species. Psychologists use many different kinds of methods to study their subject matter, ranging from interviewing people to observing behavior in species that are genetically similar to humans. Students will be introduced to the biological bases of behavior, health psychology, the developmental process, sensation and perception, states of consciousness, and personality and psychological disorders. The overriding goal is to help students understand and explain the varieties of human behavior and how to enhance healthy human functioning in particular. The objectives of this area of study are:

1. to assist students in understanding the disciplinary history of psychology;
2. to develop the student's ability to generate explanations about individual behavior from different theoretical perspectives;
3. to promote critical thinking about psychological matters;
4. to equip students with the knowledge about when and how methods specific to psychology could and should be employed; and
5. to provide students with the resources to pursue psychological well-being in themselves and others.

REQUIRED PSYCHOLOGY COURSES: 18 HOURS

Course Number	Course Title	Semester Hours
PSY 281	Developmental Psychology I	3
PSY 291	Development Psychology II	3
PSY 311	Philosophy of the Social Sciences	3
PSY 420	Methods of Social Research	3
PSY 481	Counseling Psychology	3
Select **one** from the following:		3
PSY 371	Educational Psychology	
PSY 382	Social Psychology	
PSY 385	Abnormal Psychology	
PSY 483	Theories of Personality	
Capstone		3
PSY 452	Senior Seminar in Psychology	

RELIGION AREA OF STUDY

The mission of the Religion Area of Study is to engage students in an investigation of Christianity, other major religious and philosophical worldviews, and their relevance for understanding and participating in today's world. This area of study will enable students to:

1. express an understanding of the literature, history, messages, interpretive methods, modern issues, and applications of the Old and New Testament;
2. articulate Christian theology and apply it to other academic disciplines and areas of life;
3. demonstrate a knowledge of the major people, events, documents, institutions, and interpretive and doctrinal issues that have arisen in the history of the Christian church;
4. exhibit an understanding of the origins, development, functions, and theological relevancies of Christian liturgy and hymnody;
5. outline the worldviews of other major religions and philosophies and identify the ways in which they have and continue to influence our world;
6. investigate religion in a variety of academic disciplines such as art, history, literature, philosophy, and sociology;
7. grow in his/her faith and ethical values and gain an appreciation of God's vocation for his/her life; and
8. pursue graduate studies in the area of religion, particularly at a seminary.

REQUIRED RELIGION COURSES: 18 HOURS

Course Number	Course Title	Semester Hours
REL 331	Issues in the Old Testament	3
REL 332	Issues in the New Testament	3
REL 333	Issues in Modern Theology	3

Select **three** from the following:		9
PHI 301	Philosophy of Religion	
REL 305	Liturgy and Hymnody	
REL 311	Readings in the History of Christian Thought	
REL 323	Theology and Modern Literature	
REL 325	The Era of the Reformation	
REL 334	Lutheran Theology	
REL 351	Religion in America	
SOC 325	Sociology of Religion	
Capstone		3
REL 401	Seminar in Religious Studies	

SUPPORT COURSES FOR RELGION

Course Number	Course Title	Semester Hours
ART 222	World Art	
HIS 201 &	Western Civilization I	
HIS 202	Western Civilization II	
HIS 364 or	The Modern Middle East	
HIS 355	The Crusades	
PHI 101	Introduction to Philosophy	
PHI 201	Ethics	
Select **one** from the following sequences:		
ENG 211 &	Introduction to Fiction	
ENG 302	European Novel	
ENG 212 &	Introduction to Drama	
ENG 304 or	Shakespearean Drama	
ENG 330	Origins of Drama	
ENG 213 &	Introduction to Poetry	
ENG 350 or	Studies in Milton	
ENG 350 or	Studies in Donne	
ENG 350	Studies in T.S. Eliot	

SOCIOLOGY AREA OF STUDY

Sociology involves studying society, something familiar to us all and yet often taken for granted. Sociology offers a new perspective to view the structures, institutions, groups, patterns, and interactions in which we are all immersed. Students will learn the tools of sociology—the basic concepts, theories, and methods, and how to apply them to the analysis of a variety of topics. The objective of sociology is to be able to discover and use the "sociological imagination" toward a greater understanding of the relationship between our everyday lives and the social world. Finally, students should become more informed and critical members of the social world in which we live. In sum, the objectives of this area of study are:

1. to assist students in understanding the disciplinary history of sociology;
2. to establish the student's ability to theorize about society from different sociological paradigms;
3. to promote the student's ability to critically think and analyze from a social perspective;
4. equip students to identify patterns of social change, noting the reasons and influences for change;
5. to provide the opportunity for students to employ a "sociological imagination" in exploring contemporary topics; and
6. to help students use methods of inquiry for sociological research.

REQUIRED SOCIOLOGY COURSES (18 HOURS)

Course Number	Course Title	Semester Hours
SOC 252	Race & Ethnicity	3
SOC 255	Social Problems: Poverty and Discrimination	3
SOC 311	Philosophy of the Social Sciences	3
SOC 420	Methods of Social Research	3
SOC 455	Social Theory	3
Select **one** from the following:		3
SOC 263	Sociology of Globalization	
SOC 325	Sociology of Religion	
SOC 382	Social Psychology	
SSC 285	Human Sexuality	
Capstone		3
SOC 452	Senior Seminar in Sociology	

BACHELOR OF ARTS DEGREE

The Social Sciences Program aims to develop students' capacity to explore, explain, and interpret both past and present human experience. Through the disciplines of history, international studies, psychology, and sociology, students will come to better understand and appreciate individuals, society, and the world around us. This interdisciplinary approach creates the framework for understanding the world today by having students gain insights and knowledge of themselves and other people. More importantly, it enables students to imagine and empathize with people in a variety of different situations and to grow in knowledge of various peoples and cultures within the global community.

The program requires several core courses which will enrich students' abilities to analyze and think critically on a variety of different topics. As students progress in their studies they will choose an area of emphasis within the program that will allow them to concentrate on a particular discipline. The program concludes with a capstone course in the area of emphasis which enables students to conduct in-depth research on an issue of their particular interest.

Concordia's program in the Social Sciences is a useful foundation for pursuing various career paths or graduate school opportunities. The program encourages the development of critical thinking, analytical skills, research, and writing capabilities, all of which are needed for the pursuit of advanced degrees. These skill sets also provide the foundation for students to work in a variety of different fields such as education, government, law, business, marketing, human resources, research, museum work, publishing, journalism, counseling, and therapy.

The Social Sciences Program strives to achieve the following objectives:

1. assist students in understanding the similarities and differences between the various social science disciplines;
2. develop students' sense of history, as well as the capacity for understanding key theoretical developments of the social sciences;
3. promote students' ability to critically think, analyze, and articulate from a historical, international, psychological, and social perspective;
4. equip students to identify patterns of social change, noting the roles of ideology, technology, economics, politics, and religion to bring about change;
5. build students' ability to combine the insights of multiple disciplines and theoretical frameworks in order grasp the complexity of a global world;
6. provide the opportunity for students to identify and apply basic methodological principles common to the social sciences;
7. help students to use research techniques and research technologies to explore propositions; and
8. enhance students' awareness of the role of the social sciences in forming empathy for others and pursuing the welfare of society.

PROGRAM REQUIREMENTS

The Concordia Distinctive (40 hours) for the Bachelor of Arts degree is required. See page 43.

Students in the Social Sciences Program must complete General Requirements (6 hours) and Core Requirements (9 hours). In addition, students select a History Emphasis, International Studies Emphasis, Psychology Emphasis, or Sociology Emphasis (18 hours) and complete a Capstone course (3 hours) in their chosen Emphasis for a total of 36 hours. A minimum grade of C is required in all courses applied to the program.

GENERAL REQUIREMENTS: 6 HOURS

(Students take 6 hours in addition to the 6 hours completed for the Distinctive from the courses listed below.)

Course Number	Course Title	Semester Hours
HIS 100	The Human Challenge	3
GEO 101	General Geography	3
SOC 151	Elements of Sociology	3
PSY 181	General Psychology	3

HISTORY EMPHASIS

Course Number	Course Title	Semester Hours
Core Requirements:		9
Select **one** from each of the following:		
INS 200 level or above		
PSY 200 level or above		
SOC 200 level or above		
Emphasis Requirements		
Survey Courses		6
HIS 201 & 202 or	Western Civilization I & II	
HIS 215 & HIS 216	American History	
Elective Courses		9
Select three from the following:		
American –		
HIS 313	United States and the Cold War	
HIS 314	The Civil Rights Movement	
HIS 317	The American Presidency	
HIS 318	History of Women in America	
European –		
HIS 325	The Era of the Reformation	
HIS 342	Soviet Russia	
HIS 343	Hitler, Nazi Germany, and the World	
HIS 355	The Crusades: Christendom, the Holy Land, and Islam	
World –		
HIS 361	Modern Japan	
HIS 362	Latin American History	
HIS 363	India and China, 1500 to the Present	
HIS 364	The Modern Middle East	
HIS 431	Historiography	3
Capstone		3
HIS 441	Seminar in History	

INTERNATIONAL STUDIES EMPHASIS

Course Number	Course Title	Semester Hours
Core Requirements:		9
Select **one** from each of the following:		
HIS 200 level or above		
PSY 200 level or above		
SOC 200 level or above		
Emphasis Requirements		
INS 263	The Sociology of Globalization	3
ECO 264	Macroeconomics	3
INS 272	International Politics	3
Select **two** from the following:		6
INS 313	United States and the Cold War	
INS 342	Soviet Russia	
INS 361	Modern Japan	
INS 362	Latin American History	
INS 363	India and China, 1500 to the Present	
INS 364	The Modern Middle East	
INS 467	Political and Economic Systems in Developing Countries	3
Capstone		3
INS 441	Seminar: International Studies	

PSYCHOLOGY EMPHASIS

Core Requirements:		9
Select one from each of the following:		
HIS 200 level or above		
INS 200 level or above		
SOC 200 level or above		

Course Number	Course Title	Semester Hours
Emphasis Requirements		
PSY 281	Developmental Psychology I	3
PSY 291	Developmental Psychology II	3
PSY 420	Methods of Social Research	3
PSY 481	Counseling Psychology	3
PSY 483	Theories of Personality	3

Select **one** from the following:		3
PSY 311	Philosophy of the Social Sciences	
PSY 371	Educational Psychology	
PSY 385	Abnormal Psychology	
PSY 382	Social Psychology	
Capstone		3
PSY 452	Senior Seminar in Psychology	

SOCIOLOGY EMPHASIS

Core Requirements:		9
Select **one** from each of the following:		
HIS 200 level or above		
INS 200 level or above		
PSY 200 level or above		
Emphasis Requirements		
SOC 252	Race & Ethnicity	3
SOC 311	Philosophy of the Social Sciences	3
Select **one** from the following:		3
SOC 255	Social Problems: Poverty and Discrimination	
SOC 263	Sociology of Globalization	
SOC 313	The Civil Rights Movement	
SOC 325	Sociology of Religion	
SOC 382	Social Psychology	
SOC 420	Methods of Social Research	
SOC 455	Social Theory	
Capstone		3
SOC 452	Senior Seminar in Sociology	

SUPPORT COURSES FOR THE SOCIAL SCIENCES PROGRAM

- 6-12 credits in any other Social Sciences Emphasis
- 6-12 credits in Liberal Studies (Art, English, Religion)
- 6-12 credits of Modern Foreign Languages

BACHELOR OF SCIENCE DEGREE

Concordia College offers a B.S. degree in social work. The social work program is fully accredited by the Council on Social Work Education as a baccalaureate social work education program. It provides candidates with an opportunity to prepare for generalist social work practice and create eligibility to apply for graduate school as an advanced standing student, with the potential to received a masters from that school in one year.

The mission of the Generalist Social Work Program at Concordia College is to create a learning environment that offers faith-based, value-oriented learning toward fulfillment of social justice emphasizing self-assessment, service to the community, self-determination, and respect for diversity.

The goals of the social work program are to:

1. educate and prepare students to be entry-level professional generalist social workers;
2. prepare graduates to be life-long learners by developing a commitment to knowledge and self-assessment skills as a base for personal and professional growth;
3. teach and strengthen critical thinking and problem solving skills within a systems context of the environment; and
4. educate students to be informed citizens, understanding their own personal and faith values, who can meet societal needs and who are committed to social and economic justice thereby contributing to and affirming the mission of Concordia College–New York.

The social work curriculum is organized to build upon the liberal arts perspective of the College beginning with **The Concordia Distinctive** and support the educational policy of EPAS (Educational Policy and Accreditation Standards 2003) of the Council on Social Work Education's major content areas (Social Work Values and Ethics; Diversity; Populations-At-Risk and Social and Economic Justice; Human Behavior and the Social Environment; Social Welfare Policy and Services; Practice; Research; and Field Education). During the freshman and sophomore years, students complete required courses in the related disciplines of human biology, psychology, sociology, economics, race and ethnicity, American government, and computer science.

Social Work candidates take introductory social work courses in the first semester of the junior year after formal application is made to the Social Work Program. Formal application must be made prior to beginning the junior year. The core courses of the program incorporate site visits to social welfare agencies and other experiential learning opportunities. Specific academic study of social work begins in the second semester of the junior year when students also begin field work under the supervision of a credentialed social work practitioner. All students complete a total of 500 hours of field work, 100 hours in the junior year and 200 hours in each semester of the senior year. All students are required to complete the New York State Identification and Reporting of Child Abuse and Neglect training course prior to the senior year.

Candidates must earn a grade of C or better in all professional foundation core courses. The B.S. degree in social work is limited to students who complete the program in its entirety as described. The transcripts of graduates specify the social work program and qualify graduates to use the B.S.W. designation in agency practice and/or when applying for admission to a graduate social work program. Although the primary objective of the program is to prepare graduates for generalist entry-level social work professional practice, alumni are eligible to apply for advanced standing in graduate schools of social work that offer these programs and, if accepted, may earn the M.S.W. degree in one year.

PROGRAM REQUIREMENTS

The Concordia Distinctive for the Bachelor of Arts Degree (see page 43) is required with four modifications:

1) HIS/SSC 100 is replaced by POL 271, American Government, or POL 282, Constitutional Law; 2) SCI 100 is replaced by BIO 120, Concepts of Biology; 3) a specified World Cultures requirement of SOC 252, Race and Ethnicity; and, 4) a specified Human Behavior requirement of PSY 181, 88 Bachelor Degree Programs, General Psychology, and SOC 151, Elements of Sociology. Additionally, students must earn a minimum of 60 hours of liberal arts credit.

REQUIRED CONTENT IN RELATED DISCIPLINES

Course Number	Course Title	Semester Hours
BIO 120	Concepts in Biology	3
ECO 264	Macroeconomics	3
MAT 121	Introduction to Probability and Statistics	3
POL 271	American Government	3
PSY 181	General Psychology	3
PSY 382	Social Psychology	3
SOC 151	Elements of Sociology	3
SOC 252	Race and Ethnicity	3
SWK/CIS 248	Composing Case Notes	1
Recommended Support Courses:		
SPA 101 & 102	An Introduction to Spanish I & II	6
SWK 241	Violence in the Family	3
SWK 255	Social Problems	3
SWK 281	Working with Special Populations	3
SWK 395	Services to Families and Children	3

REQUIRED SEQUENCE OF PROFESSIONAL FOUNDATION CORE COURSES

SWK 301	Foundations of Social Work Practice	3
SWK 302	Human Behavior & the Social Environment I	3
SWK 303	Human Behavior & the Social Environment II	3
SWK 311	Social Welfare as a Social Institution	3
SWK 322	Social Work Processes I	4
SWK 413	Social Welfare Policy	3
SWK 420	Social Science Research	3
SWK 423	Social Work Processes II	4
SWK 424	Social Work Processes III	4
SWK 461	Field Instruction in Social Work I	6
SWK 462	Field Instruction in Social Work II	6
Capstone		
SWK 491	Senior Seminar	3

FAMILY LIFE MINISTRY SPECIALIZATION

Family Life Ministry is a designation of The Lutheran Church-Missouri Synod. It is a specialization under the social work program and gives those who participate the knowledge through selected courses and the field experience to qualify for registration under the National Council on Family Life Educators. It also qualifies the candidate to be rostered as a Family Life Minister with the LCMS.

The courses necessary to complete beyond the courses under the social work program are:

FAM 305	Family Resource Management	3
FAM 306	Parent Education and Guidance	3
FAM 307	Family Life Education Methodology	3

In addition to the religion courses taken in The Concordia Distinctive, the student who wishes to become a rostered church worker under Family Life Ministry must take a total of an additional 15 credits in religion including:

REL 331	Issues in the Old Testament	3
REL 332	Issues in the New Testament	3
REL 334	Lutheran Theology	3

Select **two** of the following: 6

REL 323	Theology and Modern Literature
REL 325	The Era of Reformation
REL 333	Issues in Modern Theology
REL 351	Religion in America
PHI 301	Philosophy of Religion

ADMISSION TO THE PROGRAM

Candidates who to plan submit application to the Social Work Program are urged to consult with a social work adviser or enroll in the lower-division introductory course SWK 110, Human Needs/Societal Responses, or other social work course electives.

Candidates who are in good academic standing may apply to the social work program early in their academic studies, but must do so by the end of the sophomore year. To be admitted, students contact the Social Work Program Director for professional advisement to complete the formal application, which includes writing an autobiographical statement, and to determine their aptitude and capability for pursuing a career in social work. Assignment of an academic advisor follows.

If the candidate has not met the standards set for admission into the Social Work Program, they are advised to:

1. consider the alternative Program of Study; or
2. make up deficiencies toward formal entry into the Social Work Program (NOTE: admission to the Social Work Program is not guaranteed until a successful application and interview are complete).

Transfer students must first contact the College's Office of Admission for acceptance into the College. If accepted, the student should arrange for an appointment with the Director of the Social Work Program for clarification of the requirements of the social work program and admission into the program. In recognition of the value of human services study as a base for the social work program, the College has established articulation agreements with community colleges. Transfer credits are granted to community college graduates and are determined by the equivalency of the content of courses taken at the community college with that of the College's courses. The advisement process will evaluate those courses that are equivalent to the introduc-

tory social work courses, required support courses and/or liberal arts courses. Transfer credit is not granted for courses in the practice sequence, senior-level professional foundation core courses, or for the field work practicum.

Students who plan to study in social work or who want to explore their interest in the field of social work, are urged to consult with a social work adviser or enroll in the lower-division introductory course SWK 110, Human Needs/Societal Responses, or other social work course electives.

Students who are in good academic standing may apply to the social work program early in their academic studies, but must do so by the end of the sophomore year. To be admitted, students contact the Social Work Program Director for professional advisement to complete the formal application, which includes writing an autobiographical statement, and to determine their aptitude and capability for pursuing a career in social work. Assignment of an academic advisor follows.

ADULT EDUCATION PROGRAM

The Adult Education Division offers three accelerated degree programs, centered in a liberal arts curriculum, in which the course offerings emphasize educational experiences that cultivate personal growth and the development of skills in preparation for a full and productive life. The programs are based on sound educational standards energized by a Christian philosophy and values. The student is viewed from a holistic perspective that encompasses spiritual, social, intellectual, and personal development. Through the cultivation of sound habits of reading, writing, and critical thinking, the student develops effective self-expression and meaningful communication. The goals of adult learning are to:

1. enhance students' performance in their chosen careers through education;
2. prepare graduates to be life-long learners by having a commitment to knowledge and self-assessment skills as a base for personal and professional growth;
3. teach and strengthen critical thinking and problem solving skills;
4. educate students to be informed citizens who understand their own personal and faith values and can meet societal needs; and
5. educate students with liberal studies that cultivate sound habits of reading, writing, and communication skills.

THE ADULT LEARNING EXPERIENCE

The adult learning model at Concordia provides a unique alternative to the traditional method of pursuing a degree. It is designed especially for adults whose personal and professional schedules make full-time course study seem impossible. The goal of the adult learning experience is to relate newly acquired information directly to one's personal and professional life. Consider that adults:

1. have prior learning experiences that have produced significant learning for the student, which may be evaluated for credit by means of a formalized petition process called "Validated Learning Experience" (VLE);
2. possess past and present life/work experiences that serve as a catalyst in the learning process;
3. are self-directed enough to withstand the academic rigors of the program offerings; and
4. are highly motivated to succeed.

At the heart of the adult learning experience is an emphasis on good written and verbal communication. This goal is attained through the writing of papers, reports, and the presentation of individual and group oral reports. Ultimately, the goal of this program is to help students develop a pattern for life-long learning that is vital for personal and professional growth.

PROGRAM SUMMARY

The Accelerated Degree Program (ADP) is an option available to qualified adult students (25+ years of age) enrolled at Concordia College. The program offers sequential courses for fulfilling core and program requirements. Each course requires that the student spend significant additional time outside of the class meetings (20 – 25 hours per week). Students must complete all graduation requirements stated in the Concordia Catalog to receive a Baccalaureate or Associate Degree from Concordia.

BACHELOR OF ARTS IN BEHAVIORAL SCIENCE – ACCELERATED DEGREE PROGRAM

The Accelerated Degree Programs (ADP) are designed with the adult learner in mind. The accelerated B.A. in Behavioral Science provides adult students (25+ years of age with a recommended five years of work experience) with a broad understanding of psychology (the study of the individual) and sociology (the study of an individual's interaction with groups). All of these courses are *accelerated,* offering 3 semester hours in 4-6 weeks while attending one night a week. Those interested in the program should call (914) 337-9300.

The following classes are the requirements for the Behavioral Sciences program:

Core Requirements (45 hours from selected courses within the Associate Degree Program);

Program Requirements (45 hours); Elective Requirements (32 hours); for a total of 122 hours.

PROGRAM REQUIREMENTS

Course Number	Course Title	Semester Hours
BIO 215	Heredity and Society	3
ENG 341	Advanced Writing	3
PSY 294	Adolescent Psychology	3
SOC 241	Violence in the Family	3
SOC 252	Race and Ethnicity	3
SOC 255	Social Problems	3
PHI 311	Philosophy of the Social Sciences	3
PSY 382	Social Psychology	3
PSY 385	Abnormal Psychology	3
PSY 481	Counseling Psychology	3
PSY 483	Theories of Personality	3
SWK 336	Organization Theory and Process	3
SOC 420	Methods of Social Research	3
SOC 452	Senior Seminar in Behavioral Sciences	3
SOC 455	Social Theory	3

Electives (32 hours):

- Transfer credits
- Portfolio in Prior Learning
- CLEP tests
- Courses from Adult Education A.A. Program

SEE ADULT EDUCATION CATALOG FOR MORE DETAILS.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION – ACCELERATED DEGREE PROGRAM

This accelerated degree program (ADP) is designed with the adult learner in mind. The B.S. in Business Administration provides adult students (25+ years of age with a recommended five years of work experience) with a broad understanding of the business community, strongly emphasizing the management of people in today's business environment. All of these courses are *accelerated,* offering 3 semester hours in 4-6 weeks while attending one night a week. Those interested in the program, should call (914) 337-9300.

The following classes are the requirements for the Business Administration program:

Core Requirements (45 semester hours from selected courses within the Associate Degree Program); Program Requirements (48 hours); Elective Requirements (29 hours); for a total of 122 hours.

PROGRAM REQUIREMENTS

Course Number	Course Title	Semester Hours
ACC 223	Financial Accounting	3
ACC 224	Managerial Accounting	3
BUS 234	Principles of Management	3
BUS 242	Principles of Marketing	3
BUS 251	Business Statistics	3
BUS 281	Business Law I	3
BUS 321	E–Commerce	3
BUS 331	Advanced Business Communications	3
BUS 335	Human Resource Management	3
BUS 336	Organizational Behavior	3
BUS 352	Principles of Finance	3
BUS 353	Financial Analysis and Planning	3
BUS 361	Managerial Economics	3
BUS 371	International Business	3
BUS 437	Business Ethics	3
BUS 491	Strategic Management	3

Electives (29 hours):

- Transfer credits
- 18 hour Portfolio in Prior Learning
- CLEP tests
- Courses from Adult Education A.A. Program

SEE ADULT EDUCATION CATALOG FOR MORE DETAILS.

Associate Degree Programs

LIBERAL ARTS

ASSOCIATE IN ARTS DEGREE

The requirements for the A.A. degree for the general liberal arts student are those listed under **The Concordia Distinctive** on page 43. The student chooses electives to complete the 62 semester hours required for the degree.

PRE-DEACONESS

ASSOCIATE IN ARTS DEGREE

The deaconess training program provides theological, practical, and communal foundations for service in the church. Women may prepare to be deaconesses in several ways. The most common form of preparation for Concordia students involves two years of study at Concordia, followed by two years at Concordia University, River Forest, IL, or Valparaiso University, Valparaiso, IN, and a year of internship. Deaconess graduates from those schools receive a Bachelor of Arts degree and a Deaconess Diploma. The following curriculum prepares a student for transfer to either program. The student can consult Prof. Martin Conkling, the pre-deaconess academic consultant, for further information. The Office of Admission can provide the names of deaconesses familiar with the program who are willing to discuss vocational plans with interested students.

THE CONCORDIA DISTINCTIVE

A. Integrated Learning Courses (22 credit hours)

Course Number	Course Title	Semester Hours
CAR 100	Freshman Seminar (Required of Freshmen only)	1
COM 100	Using Language to Inform	3
COM 101	Using Language to Influence	3
COM 101	Information Literacy	3
COM 200	Using Language in Academic Contexts	3
HIS/SSC 100	The Human Challenge: A History of World Civilizations	3
HUM 100	Living With the Arts	3
REL 100	Scripture and Faith in Context I (Old Testament)	3
SCI 100	Science in Context	3

B. Discipline Support Courses (18 credit hours)

The Christian Perspective		6
REL 200	Scripture and Faith in Context II (New Testament)	
REL 300	Scripture and Faith in Context III (Church History)	

Mathematical Reasoning		3
MAT 120 or	Mathematics for the Liberal Arts	
MAT 121 or	Introduction to Probability and Statistics	
MAT 201	Precalculus	
World Cultures		
Choose **one** from:		3
ART 222	World Art	
MUS 209	Non-Western Music	
ENG 241	Masterpieces of World Literature	
REL 252	World Religions	
SOC 263	The Sociology of Globalization	
Human Behavior		
SOC 151	Elements of Sociology	
Personal Wellness		
PED 103	Fitness and Wellness	2

REQUIRED SUPPORT COURSES

Course Number	Course Title	Semester Hours
PSY 181	General Psychology	3
Foreign Language (two semesters study in a language other than English)		6
Liberal Arts Electives		9

ASSOCIATE IN APPLIED SCIENCE

Integrated Learning Courses (21-22 credit hours)

Course Number	Course Title	Semester Hours
CAR 100	Freshman Seminar (Required of Freshmen only)	1
COM 100	Using Language to Inform	3
COM 101	Using Language to Influence	3
COM 200	Using Language in Academic Contexts	3
HIS/SSC 100	The Human Challenge:	
A History of World Civilizations		3
HUM 100	Living With the Arts	3
REL 100	Scripture and Faith in Context I (Old Testament)	3
SCI 100	Science in Context	3

Discipline Support Courses (12 credit hours)

Course Number	Course Title	Semester Hours
The Christian Perspective		
REL 200	Scripture and Faith in Context II (New Testament)	3
Mathematical Reasoning		3
MAT 120 or	Mathematics for Liberal Arts	
MAT 121 or	Introduction to Probability and Statistics	
MAT 201	Precalculus	
Human Behavior		3
SOC 151	Elements of Sociology	
Personal Wellness		
PED 103	Fitness and Wellness	2

Business Studies (32 credit hours)

ACC 223	Financial Accounting	3
ACC 224	Managerial Accounting	3
BUS 231	Business Communication	3
BUS 234	Principles of Management	3
BUS 242	Principles of Marketing	3
BUS 281	Business Law I	3
ECO 263	Microeconomics	3
ECO 264	Macroeconomics	3
Business electives		9

Under the Business Plus Program, this two-year associate degree program may be combined with a four-year liberal arts program. For a description of the Business Plus Program, see page 101.

EXECUTIVE ASSISTANT PROGRAM

ASSOCIATE IN APPLIED SCIENCE

Today's executive assistant is an efficient and creative partner in the exciting world of business and office management. Concordia's Executive Assistant Program offers a blend of middle management training and liberal arts education. This program prepares students through a solid foundation in the functions of business. Small classes and opportunities for individualized instruction enable students to discover, develop, and refine skills necessary for responsible positions in a wide variety of business professions.

Integrated Learning Courses (21-22 credit hours)

Course Number	Course Title	Semester Hours
CAR 100	Freshman Seminar (Required of Freshmen only)	1
COM 100	Using Language to Inform	3
COM 101	Using Language to Influence	3
COM 200	Using Language in Academic Contexts	3
HIS/SSC 100	The Human Challenge: A History of World Civilizations	
HUM 100	Living With the Arts	3
REL 100	Scripture and Faith in Context I (Old Testament)	3
SCI 100	Science in Context	3

Discipline Support Courses (12 credit hours)

The Christian Perspective		
REL 200	Scripture and Faith in Context II (New Testament)	3
Mathematical Reasoning		3
MAT 120 or	Mathematics for Liberal Arts	
MAT 121 or	Introduction to Probability and Statistics	
MAT 201	Precalculus	
Human Behavior		3
SOC 151	Elements of Sociology	
Personal Wellness		
PED 103	Fitness and Wellness	2
PED Activity Elective		.5
PED Activity Elective		.5

Executive Assistant Studies (32 hours)

ACC 223	Financial Accounting	3
BUS 231	Business Communication	3
BUS 234	Principles of Management	3
BUS 242	Principles of Marketing	3
BUS 281	Business Law I	3
CIS 241-9	Short Courses in Computer Software	3
Business electives		14

ASSOCIATE IN ARTS IN LIBERAL STUDIES DEGREE

See page 92 for adult education program overview.

ACCELERATED DEGREE PROGRAM

The accelerated degree program (ADP) is designed with the adult learner in mind. For those interested in the program, please call (914) 337-9300. The requirements for the A.A. degree in liberal studies are listed below.

65 credit hours required

Course Number	Course Title	Semester Hours
COM 234	Public Speaking	3
ENG 101	Freshman Composition	3
ENG 102	Introduction to Literature	3
HIS 202	Western Civilization II	3
HUM 100	Living with the Arts	3
MAT 121	Introduction to Probability and Statistics	3
REL 111	The Narrative of Sacred Scripture	3
REL 234	The Christian Faith	3
REL 252	World Religions	3
SCI 100	Science in Context	3
World Cultures requirement		
ENG 241	Masterpieces of World Literature	3
PSY 181	General Psychology	3
SOC 151	Elements of Sociology	3
Program Specific Focus		
BIO 125 or	Human Anatomy and Physiology	3
BIO 153	Issues in Human Ecology	3
ECO 263	Microeconomics	3
ECO 264	Macroeconomics	3
PHI 101	Introduction to Philosophy	3
POL 271	American Government	3
PSY 281	Developmental Psychology I	3
PSY 291	Developmental Psychology II	3
SOC 252	Race and Ethnicity	3
Life Application Projects		2

Curriculum Supplements

WRITING ACROSS THE CURRICULUM

A distinctive mark of an educated person is the ability to think critically. That ability is significantly developed and demonstrated by writing (planning, generating sentences, and revising). To promote students' development as effective thinkers and writers, the faculty adopted a "Standard of Writing" and established Writing Across the Curriculum.

STANDARD OF WRITING FOR CONCORDIA STUDENTS

The criteria for evaluating written communication include: 1) subject matter, 2) use of rhetorical modes, 3) organization and development, 4) mechanics, and 5) style or expression.

1. The subject matter of an effective written communication is relevant and accurate. At its best, the handling of subject matter will both demonstrate what the writer has learned and be instructive.
2. Rhetorical modes: Effective written communication reflects the ability to illustrate, compare and contrast, analyze, define, and argue.
3. An effective written communication is well organized and well developed. The purpose is clearly indicated. The thesis is clearly stated and amply supported by facts, examples, and illustrations. The writer uses paragraphing appropriate to logical division and organization of ideas. Sentences are constructed to communicate correctly the logical relations of the ideas in the sentences.
4. Effective communication is relatively errorless in mechanics. The mechanics of writing include correct use of standard English grammar, spelling, punctuation, syntax, and the accepted usage for numbers, abbreviations, italics, and general format.
5. The style or expression of an effective written communication is engaging and contains fluent transitions, tight and fresh phrasing, varied sentence structure, and a tone that enhances the purpose.

By the end of the sophomore year, the student should be competent in items 1 through 4. The student should be developing a more refined sense of style (item 5) during the junior and senior years. The above applies to any form of written communication (essays, exams, reports, business communications, research writing). Effective written communication of research contains additional characteristics. The writing:

1. reflects the ability to choose and evaluate source materials;
2. shows appropriate use (as to choice and length) of direct quotation when citing sources. The writing manifests appropriate and accurate use of the paraphrase and the summary;
3. demonstrates a synthesis of original ideas based on an understanding of sources; and
4. uses each discipline's adopted format for documentation.

INFORMATION LITERACY ACROSS THE CURRICULUM

Concordia College's approach to information literacy parallels the philosophical underpinning of the College's Writing Across the Curriculum. Specifically, the College supports an approach that integrates writing and, in this case, the access and use of information throughout the curriculum. This model intentionally buildings on knowledge and skills students develop as they progress through The Concordia Experience.

Information Across the Curriculum Model has a multi-level approach:

1. Information Literacy – the ability to use the library to find basic information (Freshman year through COM 110)

2. Information Competency – the ability to evaluate and use information (Sophomore/Junior year through discipline-specific course)
3. Information Fluency – the ability to synthesize and integrate information from a variety of sources (Senior year through the capstone)

DESIGNATED WRITING PROCESS COURSES

Course Number	Course Title	Semester Hours
ART 350	Art in Gallery and Museum	
BIO 414	Biology: History, Process, and Methods	
BUS 336	Organizational Behavior	
COM 100	Using Language to Inform	
COM 101	Using Language to Influence	
COM 200	Using Language in Academic Contexts	
EDU 371	Educational Psychology	
ENG 211	Introduction to Fiction	
ENG 213	Introduction to Poetry	
ENG 381	Critics, Criteria, and Criticism	
MAT 311	Development of Mathematical Thought and Methods	
MUS 380	Topics in Popular Music	
NMC 331	New Media, Art, and Culture	
PHI 311	Philosophy of the Social Sciences	
PSY 311	Philosophy of the Social Sciences	
PSY 371	Educational Psychology	
REL 332	Issues in the New Testament	
SOC 311	Philosophy of the Social Sciences	
SWK 322	Social Work Processes I	

COM 100, 101, and 200, and at least one course in a student's program are each identified as a Designated Writing Process Course. These courses are designed to:

1. Introduce the concept of writing as a tool for critical thinking through informal or expressive writing assignments;
2. Teach the process of transforming writing for self to writing for others through prewriting, writing, and rewriting;
3. Stress the value of collaborative learning and writing through peer review sessions; and
4. Provide advice and practice in the principles of Concordia's Standard of Writing through formal or transactional writing assignments.

BUSINESS PLUS

BACHELOR OF ARTS DEGREE COMBINED WITH AN ASSOCIATE IN APPLIED SCIENCE DEGREE

By careful planning, it is possible for the student to fulfill the requirements of the two-year business administration program leading to the Associate in Applied Science degree and to continue at Concordia College

for an additional two years to fulfill the requirements for a Bachelor of Arts degree in one of the following areas: biology, English, liberal studies, and social sciences. The student who plans to follow this program should consult the business faculty chair and the chair of the department of the chosen program.

Upon completion of all required course work, two degrees (an A.A.S. in Business Administration and a B.A. in a liberal arts program) will be awarded simultaneously.

PRE-LAW

The English Program sponsors a four-year pre-law program for those students who wish to pursue careers in the legal profession. The American Bar Association does not recommend a particular program of study for students interested in legal studies, but does encourage them to study in disciplines that develop "analytic and problem-solving skills, critical reading abilities, writing skills, oral communication and listening abilities, general research skills, task organization and management skills, and the values of serving faithfully the interests of others while also promoting justice." Because law schools have a preference for the liberal arts, Concordia's pre-law program is housed in its English Program.

Concordia's Pre-Law Program is designed with the following objectives:

1. to develop skills that will help students get into Law School;
2. to develop skills that will allow students to excel in Law School; and
3. to develop skills that will allow students to excel as attorneys.

Students taking this program must fulfill the requirements for the English program and complete a two-hour pre-professional experience and a core of pre-law required courses and electives. Prospective pre-law students may contact Dr. Samuel Page (English) for details.

PRE-DEACONESS

The pre-deaconess program provides theological, vocational, and practical foundations for women who wish to become deaconesses in the Lutheran Church-Missouri Synod. This preparation involves two steps. First, the student shall fulfill the requirements of a Bachelor of Arts program at Concordia College—preferably in Liberal Studies, Social Work, or Social Sciences. In conjunction with a program of study, the student is encouraged to take the following courses, which prepare her to enter a graduate program at Concordia Seminary, St. Louis, MO or Concordia Theological Seminary, Fort Wayne, IN. There she will pursue a Master of Arts in Deaconess Studies, engage in field experience, and complete a 12-month internship. Graduates of these programs will then be certified as deaconesses and receive their first placements.

Building on the Religion 100, 200, and 300 sequence in The Concordia Distinctive, the following courses comprise the pre-deaconess program:

Course Number	Course Title	Semester Hours
EDU120	Principles of Education	3
PHI 201 or	Ethics	
PHI 211	Bioethics	3
PSY 181	General Psychology	3
REL 331	Issues in the Old Testament	3
REL 332	Issues in the New Testament	3
REL 334	Lutheran Theology	3
SWK110	Human Needs/Societal Responses	3

Pre-deaconess students are encouraged to develop their sense of vocation and practical skills through a variety of experiences:

1. having an active, local deaconess serve as a mentor;
2. participating in chapel worship. Regular attendance at chapel and a local congregation is expected;
3. participating in and leading various campus ministries;
4. attending annual retreats and ministry trips with fellow church worker students; and
5. a visit to a synodical seminary.

PRE-SEMINARY

The religion faculty sponsors a four-year pre-seminary program for those students who wish to take their Bachelor of Arts degree at Concordia. Seminary training for The Lutheran Church-Missouri Synod is offered at Concordia Seminary, Saint Louis, Missouri and at Concordia Theological Seminary, Fort Wayne, Indiana. Students of other Christian denominations are also welcome to participate in Concordia's pre-seminary program. Students taking this program should complete all requirements for the Biblical Languages or Religion Areas of Study in the Liberal Studies Program. Students should consult the catalog for requirements in these areas.

Pre-Seminary students may qualify to participate in overseas programs including study at Westfield House, Cambridge University, UK, or other exchange programs sponsored by the College. The Pre-Seminary Nurture Committee encourages other participation to prepare students for graduate training in seminaries. These include, but are not restricted to:

1. involvement as lector, communion assistant, or other leadership roles in daily chapel services at Concordia;
2. special events, e.g. retreats, held for students in the program; and
3. visits to synodical seminaries, which may coincide with theological symposia or other appropriate events.

LUTHERAN TEACHER COLLOQUY

Teachers in Lutheran schools may prepare themselves for entrance into the teaching ministry of The Lutheran Church-Missouri Synod by taking courses in the Lutheran Teacher Colloquy Program. Colloquy candidates may take a series of seven courses on the campus of Concordia College or complete a program of online courses through the Concordia University Education Network (CUEnet). Program requires the completion of a written and oral examination at the end of the candidate's studies.

Anyone desiring information about the colloquy program should contact the director of colloquy studies at Concordia or CUEnet at http://www.cuenet.edu.

FELLOWS

Concordia Fellows are talented students and leaders. Approximately seven students are admitted to the Fellows Program each year. Fellows receive $15,000 each year in scholarships and are channeled into a special group and individualized program upon matriculation. While taking a minimum of 18 credits per semester, Concordia Fellows participate in at least four one-credit Honors Seminars during their college career and must use their talents for the benefit of others in a three-credit Service Learning Project. Each Fellow is matched with a faculty mentor, with whom he or she develops a close personal and professional relationship. Fellows and mentors together work on a two- or three-credit professional project designed to augment grad-

uate school applications in the senior year. Fellows are allowed to take up to 21 credit hours per semester without an overload fee.

Fellows also participate in a broader Fellows community led by Dr. Behr, the Fellows Director. There are special activities on- and off-campus throughout the year, including a Fellows Colloquy with guest speakers, field trips, and social events. In their senior year, most Fellows contribute to *Prelude*, the Fellows academic journal.

Fellows diplomas will be awarded at Commencement to those students with a grade point average of 3.5 or higher, who have completed the Fellows Curriculum. Incoming freshmen, as well as matriculated freshmen and sophomores, may apply to the Fellows Director for admission to the program. Each student must maintain a cumulative and semester grade point average of at least 3.5 to continue in the program. Details of the program are available from the Program Director.

STUDY ABROAD

Semester Abroad: Concordia has a relationship with AHA International, an organization that sponsors study programs throughout the world (www.ahastudyabroad.org). AHA International is connected with the University of Oregon; their programs involve American faculty and are offered in both English and Spanish. Programs are offered in Argentina, Australia, Austria, Chile, England, France, Germany, Ghana, Greece, Ireland, Italy, Mexico, New Zealand, and Spain. Students may apply to participate in this program if they have a 3.0 GPA and the written approval of their academic advisor. Students may also apply for a generous Kohler Family Scholarship as a supplement to the cost of studying abroad. Scholarships are awarded on a competitive basis and take into consideration both demonstrated need and merit. For further details about Semester Abroad programs and scholarship opportunities, see the Director of International Studies and the Director of Financial Aid.

Each year Concordia's FK Theology Award sends two junior Pre-Seminary students—tuition, room, and board, air fare, and stipend included—to study for a semester at Westfield House in Cambridge, England. Westfield is the seminary of the Evangelical Lutheran Church of England, a well-respected international school of Lutheran theology, and an "attached house" of Fitzwilliam College, one of Cambridge University's 31 colleges. This special status gives Westfield students the invaluable opportunity to attend Divinity School lectures at Cambridge University and use the Divinity School library. To apply for this prestigious award, see the Pre-Seminary Director.

Concordia Tours: Concordia has a tradition of offering faculty-led tours each May, at the end of the Spring semester. Most tours last about two weeks and provide students with an important cultural and educational experience. Students have the option of completing independent study credits in conjunction with their tour. Recent Concordia Tours have visited England, Greece, Brazil, Japan, and China. In addition to these educational travel experiences, some tours may also involve a service component (a recent Concordia Tour involved helping the hurricane clean-up efforts in New Orleans). Generous donors to the College are providing financial assistance to support a limited number of students with scholarships of up to $1,000—based upon both demonstrated need and merit. For further details about Concordia Tours and scholarship opportunities, see the Director of International Studies and the Director of Financial Aid.

CONCORDIA UNIVERSITY SYSTEM VISITING STUDENT OPPORTUNITY

The College, in cooperation with the nine other member schools of the Concordia University System, offers matriculated students the opportunity to study for up to two semesters at a member institution. The CUS-VSP allows and facilitates students in good standing at one Concordia campus to attend another Concordia campus for one semester or a full year. During that time, the student would still be formally enrolled at Concordia College–New York (CCNY) and would not formally transfer. All credits and grades earned on the other campus are counted as if they were earned at CCNY. Tuition is determined by and paid to CCNY,

and financial aid is still arranged through this campus. Room and board, if needed, are paid to the campus being visited at the rates established by that "host" campus. Special fees may also need to be paid to the "host" campus. Transportation must be arranged by the student.

Each campus sets a limit of how many students will be allowed to "visit" each year, which is also the limit for the number who will be allowed to "go visiting". If there are more applicants than this limit for either direction, the Registrar, in consultation with the students advisers and the Academic Dean, will decide who will be allowed to participate. All applicants must have a minimum 2.00 cumulative GPA, both at the time of application and at the beginning of any "visiting" semester, and cannot be on disciplinary probation. To visit another campus, applicants must first be approved by CCNY and then accepted by the "host" campus. Some campuses have special criteria and limited space.

Athletes are generally not allowed to participate in intercollegiate athletics at the "host" campus. Certain types of financial aid, such as work-study funds, scholarships based on participation in athletics or the performing arts, or certain privately donated scholarships may not be available to visiting students. Applicants should check with the Financial Aid Office in this regard.

Applications and information about the other campuses such as viewbooks, catalogs, course schedules, student handbooks, videotapes, and other relevant materials are available from the Registrar's Office. Applicants must receive authorization from their adviser, the Dean of Students, and the Director of Financial Aid. All contacts with the other campuses in regard to the visiting student program must be made through the Registrar's Office.

BACPAC

The BacPac program allows qualified students in participating Lutheran high schools the opportunity to take courses for college and high school credit using the technology of videoconferencing. Students participate in a college course through synchronous distance education. Students are actively engaged in discussions, lectures, and classroom activities. Students earn both high school and college credit upon successful completion of a course. For more information, contact Professor Margaret Rapp.

INTERNATIONAL CENTER FOR ENGLISH AS A SECOND LANGUAGE

The International Center for English as a Second Language (ICESL) offers courses in English as a Second Language (ESL) for non-native speakers of English. The Center's objective is to meet the needs of both the international student interested in college-level education in the United States and foreign nationals in nearby communities who wish to improve their English language skills. Classes are offered in grammar, reading, writing, listening, and speaking at several levels of proficiency. While students improve their English skills, they learn about a wide range of current, practical, and academic topics with special attention to American customs and culture.

Requirements for admission to the International Center for English as a Second Language include:

1. a completed ICESL application with a non-refundable application/placement fee of $60;
2. proof of high school graduation (or equivalent); and
3. proof of financial support (for students who want an I-20). The U.S. Citizenship and Immigration services (USCIS) requires that the student provide documentary evidence showing that the student (or his/her sponsor) will be able to pay the College's costs.

Admission to the International Center for English as a Second Language is separate from admission as a matriculated student at Concordia College. Students who meet all qualifications for admission to a degree program except for English proficiency may receive conditional academic admission. Advanced ESL students, with the recommendation of the ICESL director, may take one or two regular college courses in addi-

tion to ESL. International students admitted to the regular college program may be required to take ESL courses to strengthen their language proficiency. Four advanced ESL courses may be taken for college credit.

International students interested in transferring to another college or university after completing their ESL studies at Concordia may receive help from the College's Career Development Center, which provides a counseling service to help students find an appropriate school.

The ICESL has three terms annually; two are a semester in length and follow the regular College academic calendar. The other is a 4-week summer cultural immersion program which includes language instruction and field trips. Contact the ICESL director for summer session dates.

At the beginning of each term, new students are placed into the appropriate level of the ESL program through testing. Proficiency is determined by a standardized oral and written test and an essay. Progress through the levels is based on testing and teacher evaluations. Final grades are letter grades. ESL students who are admitted into a degree program, receive 6 credits for each semester of successfully completed full-time ESL study, up to a maximum of 12 credits.

Students in the International Center for English as a Second Language have the benefit of:

1. small classes, usually 8 to 12 students;
2. experienced teachers with advanced degrees;
3. attractive, air-conditioned classrooms;
4. full access to all Concordia facilities, including library and computer centers, music practice rooms, athletic facilities and fitness center, and the student center;
5. interaction with Americans through several programs;
6. advisement on attractions and special activities for international students in the New York City area; and
7. participation in campus activities and organizations.

DESCRIPTION OF ESL COURSES

Grammar: The focus is on understanding English grammar and on using grammar correctly in written and spoken English.

*Writing**: Students practice writing activities to help them develop competence and versatility in expressing themselves on paper; they learn how to write well-organized paragraphs, letters, and essays for a variety of purposes.

*Reading**: Students read and discuss short stories, texts, news articles, and other material to learn new information, improve reading skills, and increase vocabulary.

*Listening**: Lower-level listening classes work on understanding everyday conversation. Upper-level classes emphasize listening comprehension and note-taking for academic purposes. Video and audio tapes are used extensively.

*Speaking**: Students improve speaking and pronunciation through guided and free conversation, role playing, discussion, interviews, and short oral presentations.

*Advanced courses in these areas may be taken for college credit. See the English Language course descriptions for a listing of these degree credit courses. Please note: ESL students taking 9 or more college credits pay Concordia College tuition; ESL students taking fewer than 9 college credits pay ICESL tuition.

STANDARDS

Concordia's ICESL endorses TESOL standards for intensive English programs. The ICESL is a member of and has met the standards of the American Association of Intensive English Programs (AAIEP). Concordia subscribes to the code of ethics of NAFSA: Association of International Educators. Copies of the NAFSA Code of Ethics may be obtained from the Director of the ICESL or from NAFSA, 1875 Connecticut Avenue, NW, Washington, DC 20009 USA.

OTHER PROGRAMS OF THE INTERNATIONAL CENTER FOR ENGLISH AS A SECOND LANGUAGE

The ICESL has a number of special courses and programs. Comprehensive or special purpose programs are offered for groups both during the academic year and during the summer. Programs may be held on- or off-campus; each program is designed to meet the needs of the specific group.

CONTINUING EDUCATION

The College welcomes students wishing to matriculate into a degree program or simply take a single course. A qualified counselor or faculty member will assist in the admission process, course selection, and registration procedure.

VALIDATED LEARNING EXPERIENCE

Prospective adult students come to Concordia College with an array of skills and knowledge gained from previous learning situations. They are often seeking academic recognition for these experiences. Concordia will grant credit to those matriculated students who can demonstrate learning that would appropriately fit into a degree program. Credit will be awarded for courses officially offered by Concordia. Such credit should be sought early enough in the student's academic career so that the student can plan a course of action that leads toward satisfactory progress in obtaining a degree.

Academic credit can be validated in one of three ways: a CLEP examination offered by the College Board, an examination given by a Concordia professor, or documentation prepared by the student as evidence of mastery of course objectives. Such documentation may include written papers, video tapes, letters of recommendation, employment evaluations, job descriptions, original research, a live performance, or corporate or military training.

The student adviser will assist in determining an appropriate course of action. As necessary, course syllabus information will be provided to facilitate understanding of the scope of the course requirements.

The CLEP is a standardized test frequently given to adult learners. There are more than 35 subject tests available.

Students may also apply for credit of documentable college-level learning gained through military training and experience. The counselor or Registrar can provide further information.

Applicants seeking course credit by examination or documentation will be referred to the director of the program involved and will be assisted in making arrangements with the appropriate faculty member(s).

Students may petition up to 18 credits maximum in their program, in their core, or in their electives through the Portfolio process. The maximum award for Validated Learning Experience is 30 credit hours. This is in addition to transfer credits accepted by the College. The total of life experience and transfer credits may not exceed 90 credits. College standards require that a minimum of 30 credits be earned at Concordia.

FINANCIAL PLANNING

The College offers elective financial planning (CFP® track) courses that can either be part of an individual's preparation for taking the CFP® Certification Exam or for instruction in one or more financial areas as pro-

fessional development. A Certified Financial Planner (CFP®) is a professional distinction and accreditation in the financial services industry. Only continuing education students with, at a minimum, a related Associates Degree are eligible. Enrollment is at the discretion of the Business Chair and on a space available basis with priority given to full-time Concordia students.

Certified Financial Planner Board of Standards Inc. owns the certification marks CFP®, CERTIFIED FINANCIAL PLANNER™ and federally registered CFP (with flame design) in the U.S., which it awards to individuals who successfully complete CFP Board's initial and ongoing certification requirements.

CERTIFICATE PROGRAMS

In addition to regular degree programs and courses, the College offers "clusters" of four or more courses in specific academic areas designed to be useful to adults wishing to improve specific skills or expand career opportunities.

Business Certificate

The following group of courses is designed to increase professional skills or to prepare for a graduate business program. These courses are given in the evening, are usually offered within an academic year, and are designed to fit work schedules. They can also be applied to a degree program if the student lacks a baccalaureate degree.

Course Number	Course Title	Semester Hours
BUS 234	Principles of Management	3
BUS 242	Principles of Marketing	3
BUS 281	Business Law I	3
BUS 335	Human Resource Management	3
Choose **one** of the following:		3
ACC 223 or	Financial Accounting	
CIS 241-9	Computer Software Applications electives	

New York State Teaching Assistant Certificate

Courses in education and psychology are offered to prepare individuals to develop the theoretical background and practical skills to fill (or continue in) a position as teaching assistant. Inquiries should be directed to the Education Department.

New York State Coaching Certification

Concordia offers the coursework necessary for the New York State Coaching Certification Program for students entering teacher education programs and non-teaching fields of study who may wish to be employed as a head coach or assistant coach for varsity, junior varsity, freshman, or junior high (modified) public interschool athletic teams. Specific instructions for obtaining the Coaching Certificate can be found on the New York State Education Department website. The following course sequence will meet New York State Certification requirements:

Course Number	Course Title	Semester Hours
PED 280	Philosophy, Principles & Organization of Phyical Education & Athletics	3
PED 281	Health Sciences Applied to Coaching	3
PED 282	Theory & Techniques of Coaching	3
PED 283*	Sport in Society	2

**Recommended, not required*

Certification in Child Abuse Identification and Reporting

In 1998 New York State established a new, one-time requirement for many licensed professionals and school personnel to complete a two-hour training seminar in the identification and reporting of child abuse and maltreatment. The law states that a person applying for the renewal of a license, registration, certificate or limited permit must provide documentation that he or she has completed the required training.

The two-hour periodically scheduled seminar will cover the statutory reporting requirements of the New York State Social Services Law and the physical and behavioral indicators of child abuse. The format primarily consists of lecture and discussion.

Concordia has been approved by the state of New York to offer this seminar to assist you in meeting State requirements. A copy of the New York State Education Department Certificate of Completion will be issued following the seminar. Questions may be directed to the Social Work Department.

CD-BASED COURSES

In 2002, Concordia College contracted with Virtual Education Software, Inc. to offer online learning opportunities for the community, including those who were interested in taking the courses listed below as non-matriculated undergraduate students. The courses are especially for those working with children in an educational setting. An application can be found on the Concordia College webpage or by calling Concordia College and asking for the VESI coordinator.

Course Number	Course Title	Semester Hours
EDU 2901	Attention Deficit Disorder	
EDU/SWK 2902	Autism and Asperger's Disorder	
EDU 2903	Behavior is Language	
EDU/SWK 2904	Child Abuse	
EDU/SWK 2905	Drugs and Alcohol in Schools	
EDU 2908	Inclusion	
EDU 2909	Learning Disabilities	
EDU 2911	Talented and Gifted	
EDU 2912	Traumatized Children	
EDU/SWK 2913	Violence in Schools	
EDU/SWK 2914	Understanding Aggression	
EDU 2915	Reading Fundamentals I – Introduction to Science-Based Research	
EDU 2916	Reading Fundamentals II – Foundation of Effective Instruct.	
EDU 2917	Reading Fundamentals III – Elements of Effective Reading	
EDU 2918	Advanced Classroom Management	
EDU 2919	Infant and Toddler Mental Health	
EDU 2920	Educational Assessment	
EDU 2921	Teaching Diversity	

Descriptions of each course may be found in the Course Descriptions section of this Catalog.

THE CADE CENTER FOR WORSHIP AND CHURCH MUSIC

The Cade Center for Worship and Church Music provides a forum for the study of worship, offering educational programs and resources to help those who wish to pursue excellence in worship, church music, and the arts within the context of Lutheran theology and tradition. The Center offers workshops both on- and off-campus for professionals and for lay people involved in various aspects of worship and church music. The Center was established with a generous gift from Dr. Robert Cade of Gainesville, Florida.

DOROTHEA HOPFER SCHOOL OF NURSING AT THE MOUNT VERNON HOSPITAL

Concordia College is affiliated with the Dorothea Hopfer School of Nursing at the Mount Vernon Hospital. Dorothea Hopfer School of Nursing students enroll in designated general education courses offered by the College. The Dorothea Hopfer School of Nursing confers upon their graduates an Associate of Science degree in nursing. Graduates are eligible for licensure as registered nurses.

Courses of Instruction

COURSE OFFERINGS

This section of the catalog lists the courses offered by Concordia College. Not all courses are offered each year; the Registrar's Office maintains a schedule of course offerings for the 2008-2009 academic year. All course offerings are contingent on budgetary allocations, faculty resources, and enrollment figures, and unless otherwise indicated, are offered in accordance with student demand. Required courses are offered every year. Most courses are offered on a two year cycle. Some courses listed below are offered on varying schedules and are not necessarily offered each semester or each year. The College reserves the right to withdraw any course for which there is insufficient enrollment or because a qualified instructor is not available. Unless so noted, courses may not be taken on a Pass/Fail basis. Special course fees are listed on page 112. Transcript abbreviations are in parentheses.

COURSE NUMBERING

General courses numbered at the 100- or 200-level are normally taken by freshmen and sophomores. Lower-level courses for students in the program and concentrators are also included at this level; these courses are available to all students who have the necessary prerequisites. Electives with no or minimal prerequisites are also numbered at this level. Thus, courses at the 100- and 200-level may also be appropriate for juniors and seniors.

Courses at the 300-level are intermediate-level programatic courses normally taken by juniors and seniors. They may be taken by qualified sophomores. They are also available to other students who have the necessary prerequisites.

Courses at the 400-level are upper-level courses open to seniors and qualified juniors. These courses are usually reserved for students in the program.

INDEPENDENT SCHOLARSHIP AND INDEPENDENT STUDY

A student may take courses through self-directed study in either of the two ways described below.

Independent Scholarship. A student may take a regularly offered course listed in this catalog through independent scholarship. Normally this is done only during semesters when the course is not being offered by the College. Applications for independent scholarship are obtained from the Dean's Office and require the signatures of the instructor, the Division Dean, and the Academic Dean. Applications must be approved and filed with the Registrar by no later than the end of the add/drop period. The approved course is considered part of the student's normal load and carries an additional per credit fee.

Independent Study. Students who desire to undertake study in an area not corresponding to a course regularly offered by the College may propose an independent study under the sponsorship of a faculty member. Applications for independent study are obtained from the Dean of the College's Office and require the signatures of the instructor, the Division Dean, and the Dean of the College. Applications must be approved and filed with the Registrar by no later than the end of the add/drop period. Independent studies have uniform course numbers (190 for lower-division studies, 390 for upper-division studies) and may carry one to three credits; the application must detail 45 hours of work for each proposed credit. The approved course is considered part of the student's normal load and carries an additional per credit fee.

INTERNSHIPS

The faculty has authorized the concept and use of voluntary credit-bearing student internships consistent with the student's program of study. The purpose of the internship program is to enable the student to have

enrichment experiences related to a given program as an extension of classroom work and course material. Internships under this program are generally carried out off-campus in an agency, a commercial establishment, or a professional service.

Internships are voluntary, normally done at the junior or senior level, and are considered non-liberal arts. The internship credit is normally considered part of the student's academic program, but not a substitute for a specific required course within the program.

Internships are given a common course number (490) under the various academic disciplines; they are considered electives of up to 3 credit hours and of one semester in length. The time spent in the internship would have the following credit equivalency: 3 credits equal 135 working hours (i.e., seven hour day, one day each week for 15 weeks, or two half-days per week; plus 30 hours additional for paperwork, preparation, evaluation, etc.). Six credits is the maximum normally permitted a student during his or her academic program. Grades are given by a faculty mentor on a Pass/Fail basis.

Applications for student internships may be obtained from Career Development Center and require the signatures of the faculty and organization sponsors, the Division Dean and the Dean of the College. Applications must be approved and filed with the Registrar by no later than the end of the add/drop period.

SPECIAL COURSE FEES

Course fees cover extra expenses associated with certain courses and are listed below.

ART	103, 114, 191, 350, 391	$100
ART	171, 210, 271, 355	$50
ART	203	$125
BIO	120	$10
BIO	207, 208, 271, 272, 313, 373, 408	$50
BIO	285	$25
BIO	231, 308, 404	$35
CAR	150	$25
CHM	201, 202	$35
CHM	301, 302	$50
CIS	191	$50
CIS	246A, 246B, 247A, 247B	$100
ESC	101, 231	$35
EDU	191	$95
EDU	29XX	$110
EDU	372	$10
EDU	451	$50
EDU	452	$25
EDU	490 Internship	$300
EDU	481	$400
EDU	485	$425
ENG	241	$30
ENG	330 & 360	varies by offering
MAT	191	$50
MUS	040	$250
MUS	104	$250
MUS	106	$90
MUS	206	$35
MUS	240	$500
MUS	247A, 333A, 347	$100
NMC	231, 232, 233, 331, 332, 341, 431, 491	$150
PED	103	$30
PED	242	$50
PED	220	$40
PED	219, 221, 226, 236, 243, 244, 245, 247, 273, 274	$15
PED	225, 246, 265	$25
PED	248, 271	$25
PHY	211, 212	$50
SSC	285	$25
SWK	29XX	$110
SWK	301	$25
SWK	461	$160
SWK	462	$180
SOC	241	$25

Course Descriptions

ACCOUNTING (ACC)

ACC 223 *Financial Accounting*
With emphasis on both theory and practice, the complete accounting cycle is studied including the worksheet, financial statements, various types of journals, end-of-the-year adjustments, and closing the books. Practical application problems for the entire service-trading accounting cycle are done manually. Required course for all business education, executive assistant, and business administration students; others may take the course as an elective. Prerequisite: A minimum grade of C in MAT 100. **3 hours.**

ACC 224 *Managerial Accounting*
Corporate accounting via the continuation of accounting fundamentals. Emphasis on analysis with provision for practical application. Areas of study include budget and statement analysis, corporate capital stock, corporate earnings and dividends, bonds and other long-term liabilities, and temporary and long-term investments. Prerequisite: ACC 223. **3 hours.**

ACC 321 *Intermediate Accounting I*
The conceptual framework underlying financial accounting and reporting is analyzed and related to financial statements. Topics studied at the principles level, such as the components of assets, are re-examined in greater detail. Complex accounting problems and discussions are made pertinent and realistic by addressing current accounting issues. Prerequisite: ACC 223 and 224. **3 hours.**

ACC 322 *Intermediate Accounting II*
An in-depth continuation of accounting principles' coverage of liabilities and stockholders' equity. The Statement of Cash Flows and the complexity of reporting earnings per share are examined. Additional topics include accounting for pensions, leases, and correction of errors. Prerequisite: ACC 321. **3 hours.**

ACC 323 *Cost Accounting*
An in-depth study of cost accounting in both theory and application. Topics included are costs of materials, labor and factory overhead, and job order costs compared to process cost systems. Analysis of practical application problems with provisions for decision-making will be emphasized. Offered every other academic year. Prerequisite: ACC 224. **3 hours.**

ACC 324 *Federal Taxation*
A study of the Federal tax statutes, and individual and corporate taxation. The Internal Revenue Code and regulations will be utilized throughout the course. Particular attention will be paid to tax filing requirements and tax planning. Prerequisite: ACC 224 or permission of instructor. **3 hours.**

ACC 421 *Auditing*
This course is designed for business students who are interested in the field of public accounting and how the function of auditing affects businesses. Generally accepted auditing standards explain the nature and scope of auditing while the auditor report conveys the purpose of a financial statement audit. Other auditing services, such as compilations and reviews, are also examined in this course. The Code of Professional Conduct demonstrates the ethical responsibilities of the profession. Prerequisites: ACC 321 and 322. **3 hours.**

ACC 422 *Advanced Accounting*
A study of advanced accounting problems, including accounting for mergers and acquisitions. Additional topics will include accounting for consolidations, partnerships, and international operations. Prerequisite: ACC 322 or permission of the Business Department. **3 hours.**

ART (ART)

ART 103 *Drawing and Painting I*
An introduction to the basic principles of seeing and familiarization with materials and techniques in painting and drawing. Various media, ranging from charcoal and pastels to water-base and oil-base paints, are introduced through studio experience. Carries a fee. **3 hours.**

ART 114 *Aesthetics of Photography*
Introduction to photography including scientific and technical aspects as well as elements of design and pictures in both black-and-white and color and in developing and printing in black-and-white. Field

trips to photographic exhibits. Guest lectures by recognized amateur and professional photographers. Students provide their own adjustable camera, but all other photographic materials and equipment are supplied. Carries a fee. **3 hours.**

ART 171 *Computer Assisted Design I*

This course introduces students to the basic principles of computer assisted design and familiarizes them with commonly used computer software for this purpose. Carries a fee. Prerequisite: Computer familiarity. **3 hours.**

ART 191 *Ceramics*

An introduction to the basic principles of the medium of ceramics. It teaches the various techniques and methods and familiarizes with different stylistic approaches. Stresses the importance of the creative process for personal growth. Requires completion of finished art works. Carries a fee. **3 hours.**

ART 203 *Drawing and Painting II*

This course further develops the skills and knowledge of students who have a basic understanding of the fundamental principles of visual arts and have been exposed to different materials and techniques in painting and drawing. The course concentrates on developing painting skills by using the human figure and the appropriate model-objects through studio experience. Prerequisite: ART 103 or permission of instructor. **3 hours.**

ART 210 *Architecture*

A survey of different building materials, structural methods, elements of design, and architectural styles from a variety of cultural and historical periods. Carries a fee. **3 hours.**

ART 222 *World Art*

A survey of architecture, painting, and sculpture from prehistoric times to the present. Students are required to identify the salient features of specified works of art, to trace motifs, and to understand the underlying historical influences of selected periods of art history Prerequisite: HUM 100. **3 hours.**

ART 271 *Intermediate Computer Assisted Design II*

This course is a sequel to Introduction to Computer Assisted Design, ART 171. It enables students to advance their understanding of the principles of computer-assisted design and their ability to utilize commonly used computer software for this purpose. Carries a fee. Prerequisite: ART 171 or permission of instructor. **3 hours.**

ART 350 *Art in Gallery and Museum*

An introduction to various media and styles in visual arts within the environment of the art gallery. Familiarization with the basic duties and responsibilities of operating and maintaining an art gallery through actual gallery experience. A designated writing process course. Carries a fee. Prerequisite: HUM

100, ART 222, and a minimum grade of C in COM 101 or permission of instructor. **3 hours.**

ART 355 *Portfolio Preparation and Presentation*

An introduction to the basic principles and strategies of portfolio preparation and presentation in the visual arts. It teaches how to present finished artworks in all visual media in a coherent, practical, and effective way. Stresses the importance of portfolio presentation in dealing with galleries, museums, and employers/professionals. Covers photographing, matting, and framing artworks; writing of resumes and artist's statements; and preparation of portfolio books and cases. Requires completion of a finished portfolio and its formal presentation. Prerequisite: a finished body of artwork sufficient for a portfolio. Carries a fee. **1 hour.**

ART 391 *Advanced Projects in Visual Arts*

This course is a sequel to Intermediate Painting, Art 203, as well as an advanced-level course for other students who would like to pursue creative projects in three-dimensional media, including graphic and architectural design. Students meet with the instructor to design programs that develop advanced skills and knowledge in areas such as painting, drawing, sculpture, and design. Prerequisite: ART 203 or permission of instructor. **1-4 hours.** May be repeated for up to 8 hours.

ARTS MANAGEMENT (ARM)

ARM 343 *Principles of Arts Marketing Management*

In-depth study of principles and skills essential to managing arts organizations and marketing the arts through focus on the principal tasks, concerns, and skill requirements of the arts manager. Topics include program development, marketing and public relations, the role of the board of directors, defining staff requirements, targeting audiences, pricing options, membership campaigns, and promotion techniques. Carries a fee. Prerequisites: BUS 234 and 242. **3 hours.**

ARM 351 *Fund Raising for the Arts*

Study of psychological and practical issues of fundraising, including setting funding targets, preparing proposals, utilizing market research agencies and materials, and generating earned income. Study of the development and characteristics of the not-for-profit corporation with emphasis on basic tax and legal considerations, such as auditing and accountability requirements, contracts and copyright, and relevant government regulations. Carries a fee. Prerequisites: ARM 343, ACC 223, and ACC 224 or 323, and a minimum grade of C in COM 101. A designated writing process course. **3 hours.**

ARM 490 *Arts Management Internship*

On-site experiences in arts management in national, state, and local arts organizations through practical application of skills at various levels of the organization. Provides opportunity to acquire and apply skills in a professional work situation and to test principles and theories learned in the classroom. Prerequisites: Arts management seniors only with the following coursework completed or concurrent: ARM 343, HUM 211, BUS 251, BUS 335 or 352, and BUS 343 or equivalent background as determined by Music Department. Pass/Fail grading. **1-6 hours.**

BIOLOGY (BIO)

BIO 120 *Concepts in Biology*

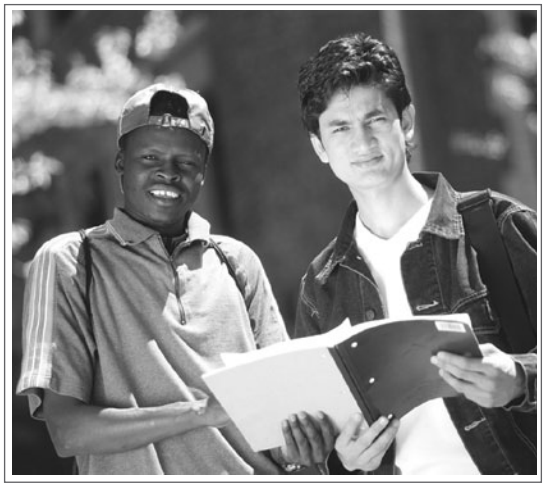
An introduction to the science of life. Topics include scientific methodology, cell structure and function, genetics, ecology, evolution, plant and animal structure and function. Three hours lecture per week. May not be used to satisfy the requirements of the biology program. Carries a fee. **3 hours.**

BIO 125 *Human Anatomy and Physiology*

An introductory course in human anatomy and physiology. Tissues, translocation of materials, muscle and nerve physiology, blood and circulatory system, respiration, digestion and metabolism, endocrine and renal secretion, the nervous system, and reproduction. May not be used to satisfy requirements of the biology program. **3 hours.**

BIO 153 *Issues in Human Ecology*

The human's biological relationships to other human beings, to living things, and to the physical world; adjustments possible for personal and social well-being; problems created by human control and misuse of the environment. Among the topics treat-



ed are abortion, drugs and their effects, environmental pollution, genetic tampering, human longevity, and population control. May not be used to fulfill biology program requirement. (Also listed as SOC 153.) **3 hours.**

BIO 207 *Botany*

A study of life as exhibited by plants; structure and physiology of roots, stems, leaves, and flowers; methods of classification; representatives of the major classes of the plant divisions; genetics; plant associations; checks and balances in biotic communities; and their human significance. Three class hours and three laboratory hours. Carries a fee. **4 hours.**

BIO 208 *Zoology*

A study of the gross and microscopic anatomy of animals, the physiology of their organs, life histories, classification, and interrelationships. The work includes both invertebrates and vertebrates and affords an introduction to the broad generalizations of biological science. Three class hours and two laboratory hours. Carries a fee. **4 hours.**

BIO 215 *Heredity and Society*

An exploration of the various aspects of human heredity and the hereditary patterns of other forms whose lives strongly impact on humans. Included topics: Mendelian genetic patterns, the human genome, defectives, intelligence and retardation, race, cancer, nature vs. nurture, genetic engineering, and "improvement" of heredity lines. (Also listed as SOC 215.) **3 hours.**

BIO 226 *Conservation and Pollution Biology*

A study of the environmental problems facing humankind today as a result of human carelessness and ignorance: use of insecticides, solid waste disposal, water pollution, air pollution, noise pollution, radiation poisoning, and the politics and economics of pollution. **3 hours.**

BIO 231 *Earth History*

(See ESC 231) **3 hours.**

BIO 255 *Foods and Nutrition*

Basic food types and composition of major food substances. Methods of processing and preserving foods. General nutritional requirements of humans. Effects of processing on the nutritional value of foods. Effects of dieting, overeating, and starvation on the general health of humans. May not be used to satisfy the requirements of the biology program. **3 hours.**

BIO 271 *Human Anatomy and Physiology I*

A detailed study (with laboratory) of human anatomy and physiology. First course of a two-semester sequence. Covers cells and tissues, skeletal system, muscular system, nervous system, and endocrine system. Special emphases for those considering health care professions. Carries a fee. **4 hours.**

BIO 272 *Human Anatomy and Physiology II*

A continuation of Human Anatomy and Physiology I. A detailed study with laboratory of human anatomy and physiology. Covers blood and body fluids, heart and circulation, respiratory system, digestive system, reproductive system, and urinary system. Special emphases for those considering health care professions. Carries a fee. Prerequisite: BIO 271 or permission of instructor. **4 hours.**

BIO 285 *Human Sexuality*

The human as a sexual being: basic reproductive anatomy and physiology, psychology, sexual response cycles, and sexual behavior of the male and female; psychological and physiological aspects of deviations from the heterosexual pattern. Infertility, sterility, and birth control as well as broader aspects of life such as pornography, sex and the church, law and society will be covered. Carries a fee. Prerequisite: freshmen not admitted without one semester of psychology. (Also listed as SSC 285.) **3 hours.**

BIO 302 *The Cell*
A study of the major components found in cells as related to particular functions performed by cells. Topics include the ultrastructure of procaryotic cells, eukaryotic cells, viruses, the biochemistry of the cell, and molecular genetics. Prerequisites: BIO 207 and 208. **3 hours.**

BIO 308 *Ichthyology*
A study of the general anatomy, physiology, behavior, and systematic organization of the largest vertebrate class. Emphasis on the ecological significance of various structural and functional variations. Lab experiences include anatomical, embryological, and behavioral studies. Two Saturday field trips are required. Carries a fee. Prerequisite: BIO 120 or BIO 207 and 208, or permission of instructor. **3 hours.**

BIO 313 *Entomology*
The history of entomology; the nature, structure, life cycle, and economic importance of insects; insect orders, representatives, families, and types; collection and classification in field study and laboratory. Two hours lecture and three hours lab per week. Carries a fee. Prerequisites: BIO 207 and 208 or permission of instructor. **3 hours.**

BIO 321 *General Ecology*
The major biological ecosystems of the world. Plant and animal associations, major environmental parameters and succession are emphasized. Analysis by students of some environmental systems. Prerequisites: BIO 207 and 208. **3 hours.**

BIO 373 *General Microbiology*
A study of the morphology and physiology of microorganisms: bacteria, mycoplasmas, rickettsia, chlamydia, viruses, viroids, prions, fungi, algae, and protozoa. The control of microbial growth by chemicals, physical conditions, and chemotherapeutic agents is considered. The role of microorganisms in health and disease is also addressed. Three hours lecture and three hours laboratory per week. Carries a fee. Prerequisite: BIO 207 and BIO 208 or permission of instructor. **4 hours.**

BIO 381 *Biochemistry*
This course deals with the structures and reactions of the major classes of biomolecules found in the cell: carbohydrates, lipids, proteins, and nucleic acids. Prerequisites: BIO 207, 208, CHM 201, and 202, or permission of instructor. (Also listed as CHM 381.) **3 hours.**

BIO 404 *Marine Biology*
A study of the characteristics of the marine and estuarine biotopes; the organisms indigenous to each; physical, chemical, and biological parameters affecting the productivity of each biotope. Prerequisite: BIO 207 and 208 or permission of instructor. **3 hours.**

BIO 405 *Genetics*
A study of the nature and function of genetic material and of the principles of inheritance in plants, animals, and humans; examination of both classical and modern genetic concepts, the concept of the gene and its operation, population genetics, and applications in human and social genetics. Prerequisites: BIO 207 and 208 or permission of instructor. **3 hours**.

BIO 408 *Parasitology*
Morphology and life cycles of parasites, and economic and medical effects of parasitism upon human, animal, and plant tissues. Host/parasite interrelationships and the use of parasites as biological controls of pests will be stressed. Two hours lecture and three hours laboratory per week. Carries a fee. Prerequisite: BIO 207 and 208. **3 hours.**

BIO 414 *Biology: History, Process, and Methods*
A brief history of the development of the biological sciences, emphasis on the major paradigms and their nature which have given various areas of biological thought their character, treatments of underlying philosophical aspects, and an evaluation of current biological activity in the light of contemporary methods and approaches. A capstone course. Prerequisite: BIO 207 and 208, a minimum grade of C in COM 101, or permission of instructor. A designated writing process course. **3 hours.**

BUSINESS (BUS)

BUS 231 *Business Communication*
An introduction to the communication competence needed to enter and progress in a business career, including correct style for written business communications, a practical approach to the mastery of speaking techniques, and reading and listening skills for receiving communications. Prerequisite: ENG 101/COM 100 or permission of instructor. **3 hours.**

BUS 233 *Office Organization*
An introductory course designed to prepare students to perform tasks related to the business profession, with special emphasis on basic skills in office management in the automated office. Topics include managing human resources and administering and controlling administrative services, including information processing procedures through storage and retrieval. Prerequisite: KEY 102. **3 hours.**

BUS 234 *Principles of Management*
An introduction to the basic concepts relating to management practices including planning, organization, direction, and control. Prerequisite: ENG 101/COM 100. **3 hours.**

BUS 235 *Management Information Systems*
An overview of basic concepts in computing proficiency and solving business problems. Various roles of information systems in the business world, information systems technology, and information systems development issues will be discussed in this course. The software used will give students a hands-on experience with computerized systems and techniques. Carries a fee. Prerequisites: BUS 234 to be taken concurrently or as a prerequisite. **2 hours.**

BUS 242 *Principles of Marketing*
The study of marketing principles emphasizing the application of marketing theory to contemporary business situations, including the role of marketing, sales promotion, channels of distribution, consumer behavior, media, advertising, market intelligence, and market research. Prerequisite: ENG 101/COM 100. **3 hours.**

BUS 251 *Business Statistics*
The application of descriptive statistics, estimation, testing hypothesis, regression analysis, index numbers, and nonparametric techniques to business problems. Prerequisite: A minimum grade of C in MAT 121 or permission of instructor. **3 hours.**

BUS 281 *Business Law I*
A capsule study of the origin and development of contract law up to the present. A study of contracts including their nature, essential components, formation, and performance; breach and enforcement of contracts; and the rights and obligations of the parties involved. An introduction to the law of sales under the Uniform Commercial Code, bailments, and decedents' estates. Prerequisite: ENG 101/COM 100. **3 hours.**

BUS 282 *Constitutional Law*
A capsule study of the origin and development of the Constitution with emphasis on both historical value and present-day application. Topics include judicial review, due process, equal protection laws, and civil liberties. Offered every other year. Prerequisite: ENG 101/COM 100. (Also listed as POL 282.) **3 hours.**

BUS 331 *Advanced Business Communications*
This course extends beyond communication skills; it seeks to enable students to recognize, analyze, and master forms of implicit and explicit communication existent within organizational hierarchies and the culture of business itself. Emphasis is placed upon communication theory, critical analysis, case analysis, and the language system of persuasion. Prerequisites: BUS 231 and ENG 101/COM 100. **2 hours.**

BUS 332 *Cross Cultural Communications*
Provides an intellectual and experiential forum for developing the interpersonal/intellectual communication and interaction skills necessary for today's global managers. Examines the theory and practice of negotiation and the behavior of individuals, organizations, and groups in international contexts. Prerequisite: BUS 231 or permission of instructor. (Also listed as INS 332) **3 hours.**

BUS 335 *Human Resource Management*
An introduction to the theory and practice of human resource management, including employment procedures, communications planning, training and development, and services administration. Prerequisite: BUS 234 or permission of instructor. **3 hours.**

BUS 336 *Organizational Behavior*
An introduction to the fundamental psychological and sociological principles and their application to individuals, groups, and organizational settings. The course focuses on managerial applications and encompasses both micro and macro perspectives. The course analyzes theories of motivation, job design, rewards, leadership, conflict, organizational structure, and change management. Prerequisites: A minimum grade of C in COM 101, SOC 151, BUS 234, or SWK/SOC 110, or permission of instructor. A designated writing process course. (Also listed as SWK 336) **3 hours.**

BUS 343 *Marketing Management*
Analysis of problems in formulating marketing policies. Application of management principles (decision-making, planning, organizing, and controlling) to product development, sales, promotion, and distribution. Offered every other year. Prerequisites: BUS 234 and 242 or permission of instructor. **3 hours.**

BUS 344 *Marketing Research*
The study of marketing research concepts and techniques including project design, primary and secondary data gathering, sampling, data reduction, analysis, and reporting. Offered every other year. Prerequisite: A minimum grade of C in MAT 121 and BUS 242, or permission of instructor. **3 hours.**

BUS 347 *International Marketing Management*
A study of the development and implementation of global marketing programs and strategies. Analysis of marketing miscues and their effect on the multinational organization. Prerequisite: BUS 242. (Also listed as INS 347) **3 hours.**

BUS 350A *Principles of Financial Planning*
Presents, explores, and illustrates the fundamental principles of personal financial planning, including the financial services industry standards for the Certified Financial Planning (CFP) Code of Professional Conduct and Ethics, financial planning practices, analytical techniques and methods necessary for graduates to prepare for the Certified Financial Planner professional examination and certification. Prerequisite: minimum grade of C in ACC 223. **3 hours.**

BUS 350B *Insurance Planning and Risk Management*
Presents, explores, and illustrates the fundamental principles of insurance and risk management, including the financial services industry standards for the Certified Financial Planning (CFP) Code of Professional Conduct and Ethics, financial planning practices, analytical techniques and methods necessary for graduates to prepare for Certified Financial Planner professional examination and certification. Prerequisite: minimum grade of C in BUS 350A; can run concurrently with BUS 350A with permission of instructor. **3 hours.**

BUS 350C *Investment Planning*
Presents, explores, and illustrates the fundamental principles of personal investment planning as an integral part of the financial planning process. The course is based on the academic material (i.e. Job Analysis Topics) specified by the CFP Board and is designed to provide students with an understanding of the concepts of investment regulation, client assessment, investment theory, and their integration. This course includes the financial services industry standards for the Certified Financial Planning (CFP) Code of Professional Conduct & Ethics, financial planning practices, analytical techniques and methods necessary for graduates to prepare for Certified Financial Planner professional examination and certification. Prerequisite: A minimum grade of C in ACC 223 and BUS 350A. **3 credits.**

BUS 350D *Income Tax Planning*
Presents, explores, and illustrates the fundamental principles of personal income tax planning as an integral part of the financial planning process. This course is based on the academic material (i.e. Job Analysis Topics) specified by the CFP Board and is designed to provide students with an understanding of the fundamentals of income taxation, tax computations and concepts, tax planning, and hazards and penalties. The course also includes the financial services industry standards for the Certified Financial Planning (CPF) Code of Professional Conduct & Ethics, financial planning practices, analytical techniques and methods necessary for graduates to prepare for Certified Financial Planner professional examination and certification. Prerequisite: A minimum grade of C in ACC 223 and BUS 350A. **3 credits.**

BUS 352 *Principles of Finance*
Financial theory and business enterprise organization and operation. Topics include financial planning and control, working capital considerations, capital budgeting, sources and uses of funds, valuation of enterprise, and the financial environment in which a firm works. Computer spreadsheet applications. Carries a fee. Prerequisites: A minimum grade of C in MAT 121 or any 200-level MAT course, ACC 223, BUS 366, and ECO 264, or permission of instructor. **3 hours.**

BUS 353 *Financial Analysis and Planning*
Analysis of current and future financial positions that serve as a foundation for decision-making by

creditors, managers, and owners. Topics include investment analysis, valuation of the firm, and operations and production management. Students participate in an investment simulation. Carries a fee. Offered every other year. Prerequisites: MAT 121, BUS 251 and 352. **3 hours.**

BUS 361 *Managerial Economics*
(See ECO 361) **3 hours.**

BUS 366 *Money and Banking*
(See ECO 366) **3 hours.**

BUS 371 *International Business*
Students will study and gain understanding of the different cultures participating in the business world. Emphasis will be on comparison of management styles, marketing, finance, and economic analysis of issues and problems in world trade. Prerequisites: BUS 234 and 242, or permission of instructor. **3 hours.**

BUS 382 *Business Law II*
A continuation of Business Law I. A study of various topics including negotiable instruments, debtor-creditor relationships, legal aspects of the different forms of business organization, and the impact of government regulations. Prerequisite: BUS 281 or permission of the Business Program. **3 hours.**

BUS 383 *Labor Law*
Analysis and evaluation of labor law, including such topics as historical sources, doctrines and acts, legal framework of labor-management relations, union rights and obligations, and management rights and restraints. Emphasis on the National Labor Relations Act as amended and current legislative and judicial developments. Offered every other year. Prerequisite: ENG 101/COM 100. **3 hours.**

BUS 391 *Studies in Business*
Analysis of a topic, issue, trend, or problem relative to current business activities. A topic might include total quality management, risk management, operation and production, sales management, real estate, toxic waste management, or health care. Prerequisite: junior standing in Business Administration or permission of instructor. **1-3 hours.**

BUS 437 *Business Ethics*
A study of current business practices and problems and their interaction with society. Emphasis on the social, economic, political, and legal responsibilities of business, especially those induced by social and technological change. Prerequisites: BUS 234 and ECO 263 or permission of instructor. **3 hours.**

BUS 467 *Political and Economic Systems in Developing Countries*
An overview of the process of economic development and social change in Third World and emerging countries. Analyzes the causes, effects, and responses to global problems related to population growth, pollution, food, and natural resources. Analysis of both the theoretical foundations and practical cases involved in the financial management of multinational corporations (MNC). Prerequisite: ECO 263 and 264, senior status or permission of instructor. (Also listed as INS 467) **3 hours.**

BUS 491 *Strategic Management*
An integrating course analyzing the business organization in its environment with emphasis on formulation of policies and strategies and the application of these through the use of studies in all functional areas of business. A capstone course. Prerequisite: senior standing in Business Administration or permission of instructor. **3 hours.**

BUS 492 *International Strategic Management*
Capstone course to synthesize all course material within the International Management Specialization. Prerequisite: Business Administration senior or permission of instructor. **3 hours.**

CAREER EDUCATION (CAR)

CAR 100 *Freshman Seminar*
The Freshman Seminar examines the purpose and values of liberal arts education, develops skills necessary to succeed in college, and addresses academic, personal, and social issues related to contemporary higher education. Open only to freshmen. **1 hour.**

CAR 150 *Career Readiness*
The course familiarizes students with theories of career decision-making and vocational development with a view toward helping them make appropriate choices in academic courses and in life-planning. Carries a fee. Open only to freshmen and sophomores. **2 hours.**

CAR 201 *Career Planning*
A course designed for returning students to develop the skills necessary to effectively balance work, family, and school. Topics include goal-setting, time management, library services, personal support systems. Prerequisite: returning adult/non-traditional student. Pass/Fail grading. **1 hour.**

CAR 265 *Personal Money Management*
A general orientation to the field of personal finance, including such topics as insurance; personal banking; investments in durables, stocks, bonds, and property; consumer economics; and legal contracts. Open to graduating students only. Pass/Fail grading. **1 hour.**

CHEMISTRY (CHM)

CHM 171 *Elements of Inorganic, Organic, and Biochemistry*
An introduction to inorganic, organic, and biological chemistry. The basic concepts of inorganic and organic chemistry are applied to the chemistry of living organisms, in particular the human body. Topics selected are appropriate for students outside the program, especially those interested in the field of education and health sciences. **3 hours.**

CHM 201 *General Inorganic Chemistry I*
This course begins the study of the concepts and theories in modern chemistry. Topics include: matter and energy, measurement in chemistry, chemical formulas and composition stoichiometry, chemical equations and reaction stoichiometry, atomic structure, Quantum Mechanics, chemical bonding, and bonding theories. The laboratory portion of the course involves exercises which help demonstrate these chemical principles. Three hours lecture and three hours laboratory per week. Carries a fee. Prerequisite: suitable high-school background in chemistry and mathematics, or permission of instructor. **4 hours.**

CHM 202 *General Inorganic Chemistry II*
This course continues the study of the composition, structure, and properties of matter and the reactions it undergoes. Topics include: gases, liquids, and solids; solutions, chemical thermodynamics; chemical kinetics; chemical equilibrium; acids and bases; solubility and the solubility product principle; and, electrochemistry. The laboratory portion of the course is devoted to experiments illustrating these concepts with special emphasis on the technique of semi-micro qualitative analysis. Three hours lecture and three hours laboratory per week. Carries a fee. Prerequisite: a minimum grade of C in CHM 201. **4 hours.**

CHM 273 *Pharmacology*
General principles of pharmacology, mechanisms of drug actions, biotransformation, drug characteristics and interactions. Selected drugs in each major classification will be presented and discussed in relation to therapeutic use. Prerequisites: BIO 271 and 272. **3 hours.**

CHM 301 *Organic Chemistry I*
This course begins the study of the main classes of organic compounds. Topics include: chemical bonding, orbitals, stereochemistry, and spectroscopy. The structure, nomenclature, physical properties, preparation, reactions, and reaction mechanisms involved in the following classes of organic compounds will be considered: alkanes; alkenes; alkynes; alkyl halides; alcohols; and ethers, epoxides, and sulfides. The laboratory portion of the course involves basic organic techniques, the preparation and purification of organic compounds, and fundamental techniques in organic analysis. Three hours lecture and three hours laboratory per week. Carries a fee. Prerequisite: CHM 201 and 202. **4 hours.**

CHM 302 *Organic Chemistry II*
This course continues the study of the main classes of organic compounds. The structure, nomenclature, physical properties, preparation, reactions, and reaction mechanisms involved in each of the following classes of organic compounds will be considered: aromatics (benzene and its derivatives), aldehydes and ketones, carboxylic acids and their derivatives, and amines. The laboratory portion of the course involves the analysis and synthesis of these various classes of organic compounds. Three hours lecture and three hours laboratory per week. Carries a fee. Prerequisite: A minimum grade of C in CHM 301. **4 hours.**

CHM 381 *Biochemistry*
(See BIO 381) **3 hours.**

COMPUTER INFORMATION SYSTEMS (CIS)

CIS 181 *Computer Applications*
A first-level course designed to enable the student to acquire skills in the use of microcomputers, develop some understanding of how a computer functions, and gain appreciation of the impact of computers on society. The skill portion of the course introduces word processing, spreadsheets, and databases. All programs are Windows-based. **3 hours.**

CIS 191 *Introduction to Digital Computing Using Pascal*
(See MAT 191) **3 hours.**

CIS 241-249 *Short Courses in Computer Software*
Intensive instruction in the use and applications of specific computer software programs. Meets for five to seven weeks. Pass/Fail grading. **1-3 hours**.

CIS 241A *Beginning Wordprocessing/ Word*
A skills course covering keyboard and screen commands; file management; formatting for reports, correspondence, and newsletters; merged letters; lists; and macros. May not be taken for credit if credit has already been earned for CIS 181. **1 hour.**

CIS 243A *Beginning Powerpoint*
A course covering the fundamentals of using presentation software. Prerequisite: Permission of instructor. **1 hour.**

CIS 244A *Beginning Spreadsheet/Excel*
A skills course covering spreadsheet fundamentals. The course includes instruction in creating, editing, and printing spreadsheets and graphs. Attention is given to improving presentation and appearance of both spreadsheets and graphs and the use of @ functions. Prerequisite: Permission of instructor. **1 hour.**

CIS 245A *Beginning Database/Access*
A course covering the fundamentals of using a relational database. Topics covered include the design of relational databases as well as skills in the creation of a relational databases, validity checks, applications of queries to both single and related files, the creation of custom-printed reports and graphs, and the design of forms. Prerequisite: Permission of instructor. **1 hour.**

CIS 246 *Desktop Publishing*
Presents the basics of computer-assisted publication using Pagemaker (CIS 246A) or Illustrator (CIS 246B), including page layout and the use of graphics. Carries a fee. Prerequisite: Knowledge of word processing techniques or permission of instructor. **1 hour.**

CIS 247A *Computer-Assisted Music Publishing/SIBELIUS,*
(See MUS 247A.) **1 hour.**

CIS 247B *Introduction to Multi-Track Sequencing*
(See Music 247B.) **1 hour.**

CIS 248 *Composing Case Notes*
(See SWK 248.) **1 hour.**

COMMUNICATION (COM)

COM 100 *Using Language to Inform*
The study and practice of organizing ideas and expository modes of expression, including emphasis on oral presentation, writing skills, introduction to literature, and technology skills. Course activities include development and improvement of basic techniques in verbal and non-verbal control, audience analysis, practice in writing the essay in its traditional forms, self- and group-evaluation. Develops critical thinking skills and serves as a foundation course for study across the curriculum. A designated writing process course. Prerequisite: Satisfactory score on the English placement examination or a minimum grade of C in ENG T091. **3 hours.**

COM 101 *Using Language to Influence*

The study and practice of synthesizing ideas and the rhetorical principles of persuasion with continued emphasis on writing skills, oral presentation, literature appreciation, and technology. Course activities include practice in effective writing practice in research techniques, practice in methods of oral delivery, self- and group-evaluation. Further develops and builds on critical thinking skills and enhances study across the disciplines. A designated writing process course. Prerequisite: A minimum grade of C in COM 100. **3 hours.**

COM 110 *Information Literacy*

In this course, students will learn of what information consists, how to determine what information is required to solve a specific problem, how to obtain that information efficiently from a variety of print and digital resources, how to judge the value of various sources, and how to ethically use information. **1 credit**.

COM 200 *Using Language in Academic Contexts*

Explores the various rhetorical approaches across academic disciplines. Reading selections will be diverse in subject, form, and purpose to engage students in different genres of literature and discourse. Students will become familiar with the interrelatedness of the seemingly isolated subjects that constitute human knowledge. Course activities include a major project which represents the culmination of implementing research strategies, employing the writing process, using the rhetorical patterns, exercising various methods of oral delivery, and participating in self- and peer-evaluation. Interdisciplinary focus with emphasis on independent learning. A designated writing process course. Prerequisite: A minimum grade of C in COM 101. **3 hours.**

COM 234 *Public Speaking*

An introduction to public address, including the development and improvement of basic techniques in verbal and non-verbal control, audience analysis, text preparation, extemporaneous delivery, use of audio-visual materials, and parliamentary procedure. In-class exercises, assignments in various types of public address, self- and group-evaluation, and private sessions with the instructor when needed. Prerequisite: COM 100. **3 hours.**

COM 235 *Oral Interpretation of Dramatic Literature*

Students learn through study, practice, and performance the basic techniques of oral interpretation, acting, and reader's theater. They analyze various scripts for intellectual and emotional content and learn to effectively communicate the author's ideas and feelings through thought, voice, aesthetic distance, and gesture. Students develop analysis of specific characters and learn to communicate each through basic acting techniques. They determine specific props, costumes, and idiosyncrasies distinguishing the persona. Some attention to the art of memorization and to improvisation. Prerequisite: COM 234 or permission of instructor. **3 hours.**

COM 271 *Introduction to Media Industries*

This course is a study of mediated communication and the industries that make it possible. Students examine a variety of theoretical models from historical, economic, regulatory, and ethical perspectives. The focus is on the relationship between media and culture. Prerequisite: COM 100. **3 hours.**

EARTH SCIENCE (ESC)

ESC 101 *Earth Science*

Structure of the earth; chemistry and distribution of minerals, rocks, and waters; the origin and history of ocean basins; continents, mountain ranges, and fresh waters; the atmosphere; the earth's relationship to other bodies in the solar system. Two hours lecture and two hours lab per week. Carries a fee. **3 hours.**

ESC 202 *Introduction to Astronomy*

An introduction to current understandings of the structure of the universe (including the immediate environment of the earth, the solar system, our galaxy, and the space beyond), the dynamic processes which shape and control it, its history, and the methods used to study it. (Also listed as PHY 202.) **3 hours.**

ESC 231 *Earth History*
An examination of geological evidence pertaining to the proposed theories of the origin, evolution, and history of life on earth. Emphasis on the life forms that have existed, the geologic period in which they lived, and major geologic events. Two hours lecture and two hours lab per week. Carries a fee. (Also listed as BIO 231.) **3 hours.**

ECONOMICS (ECO)

ECO 262 *Studies in Economic Problems*
An introductory study of economic problems covering demand and supply, market structures, and macroeconomic issues with case studies. Articles from current periodicals and recently published books constitute the study materials for the course. **3 hours.**

ECO 263 *Microeconomics*
A study of the economic behavior of individual decision-making units such as consumers, resource owners, business firms in a free-market economy. Topics include the determination of demand and supply, production and cost, and market structures. Prerequisite: minimum grade of C in MAT 100 or permission of instructor. **3 hours.**

ECO 264 *Macroeconomics*
Introductory course covering national income accounting; Keynesian aggregate demand and multiplier analysis; the quantity theory of money; effects of monetary and fiscal policy on employment, inflation, and long-term growth. Prerequisite: minimum grade of C in MAT 100 or permission of instructor. **3 hours.**

ECO 361 *Managerial Economics*
The course presents an application of economic principles to practical resource allocation decisions that are made by enterprise managers in the private and public sectors of the economy. The course includes an in-depth study of the development of production cost and pricing, market structures, regulations, forecasting, and inventory management. Prerequisites: ECO 263 and 264, and BUS 234. (Also listed as Business 361.) **3 hours.**

ECO 365 *Intermediate Macroeconomics*
Intermediate level course utilizing IS-LM and aggregate demand and supply analysis to understand further the effects of stabilization policies. Expanding the closed economy model to include international trade and capital flows and their effect on foreign exchange rates. Other topics include stagflation, supply-side economics, and rational expectation theory. Prerequisite: ECO 263 and 264 or permission of instructor. **3 hours.**

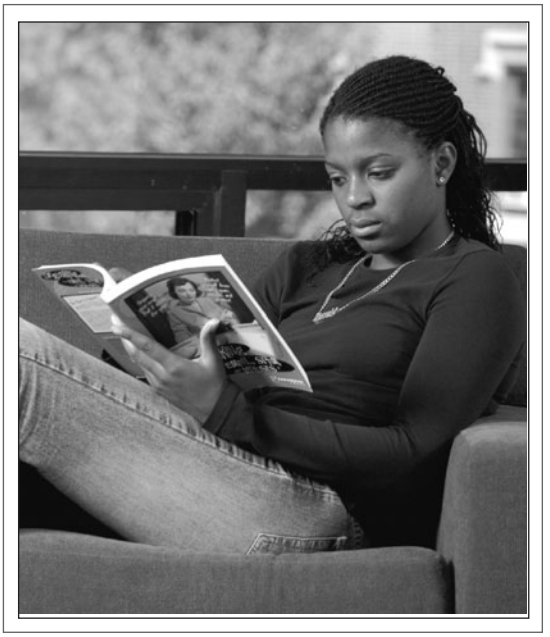
ECO 366 *Money & Banking*
Definition, functions, and creation of money in the U.S. banking system. Topics include financial markets and financial institutions, particularly commercial banks and thrifts; recent deregulation and globalization of financial markets; the Federal Reserve System and its role in supervision of banks and implementation of monetary policy. Prerequisite: ECO 263 and 264 or permission of instructor. **3 hours.**

EDUCATION (EDU)

EDU 120 *Principles of Education*
This course will introduce education students to the basics of education and the teaching profession. Topics will include: lesson planning, classroom observation skills, motivation, use of audio-visuals and technology, communications techniques, an introduction to educational research, and self-directed learning. **3 hours.**

EDU 131 & 132 *Methods and Materials for Teaching Mathematics I & II*
Objectives, organization, methods, and materials are presented for teaching early childhood through middle childhood. Attention is given to problem solving, reasoning, communication, assessment, and real-world connections. The courses are taken concurrently with MAT 131 or MAT 132. Prerequisite: EDU 162 or 164 or 166. **1 hour** each.

EDU 140 *Learning Strategies*
Designed to identify the student's strengths and weaknesses related to learning. Emphasis on: developing effective organizational skills, identifying one's own unique learning style, and learning compensatory techniques to assure optimal academic mastery. Offered for Concordia Connection program students only. May be repeated for credit. Carries a fee. **1 hour.**



EDU 162 *Pre-Professional Practicum Experience: Early Childhood*

Through field experience as a teacher's aide in a preschool, kindergarten, or grades 1-2 setting, the student gains insights into the operation of early childhood learning environments, including motivation, communication, classroom management, and instructional planning. A minimum of 30 hours of experience is required. Pass/Fail grading. **1 hour.**

EDU 164 *Pre-Professional Practicum Experience: Childhood*

Through field experience as a teacher's aide in an elementary (grades 1-6) classroom, the student gains insights into the operation of childhood learning environments, including motivation, communication, classroom management, and instructional planning. A minimum of 30 hours of experience is required. Pass/Fail grading. **1 hour.**

EDU 166 *Pre-Professional Practicum Experience: Middle Childhood*

Through field experience as a teacher's aide in a middle school (grades 5-9) classroom, the student gains insights into the operation of middle childhood learning environments, including motivation, communication, classroom management, and instructional planning. A minimum of 30 hours of experience is required. Pass/Fail grading. **1 hour.**

EDU 168 *Pre-Professional Practicum Experience: Adolescence*

Through field experience as a teacher's aide in a secondary school (grades 7-12) setting, the student gains insights into the operation of adolescent childhood learning environments, including motivation, communication, classroom management, and instructional planning. A minimum of 30 hours of experience is required. Pass/Fail grading. **1 hour.**

EDU 191 *Drug Abuse Education*

The place of tobacco, alcohol, and drugs in modern society, major drug types, concepts of current drug abuse educational theory. Designed to fulfill New York State teacher education certification requirements in drug abuse education. Currently offered through computer-based instruction. Carries a fee to cover the cost of required compact disk. Pass/Fail grading. **1 hour.**

EDU 281 *Working with Special Populations*

(See SWK 281) **3 hours.**

EDU 2901 *Attention Deficit Disorder*

This is an interactive course designed to help the learner better understand ADD and the intervention strategies to facilitate positive student change. It provides information on the history of the disorder, accepted methods to assess and identify students with the disorder, and various treatment methods that are currently being used. It walks the learner through the referral process when a student is beyond the capabilities of the classroom teacher to handle. Carries a fee. **2 hours.**

EDU 2902 *Autism and Asperger's Disorders*

This is an interactive course designed to help the learner achieve a better understanding of Autism and Asperger's Disorder, intervention strategies to enhance communication and learning, and methods for teaching more conventional behaviors. It provides information on the characteristics of the disorders, learning styles associated with the disorder, communication weaknesses, and various intervention strategies that have proven to be successful. It reviews the Autism Spectrum Disorders and offers referral information. Carries a fee. (Also listed as SWK 2902.) **2 hours.**

EDU 2903 *Behavior is Language*
This is an interactive course designed to give the learner a new perspective on student behavior and effective tools for facilitating positive student change. It provides a developmental framework for understanding what students are trying to tell you through the "language" of their behavior. This course teaches techniques and intervention strategies that remediate disruptive behaviors, reduce power struggles while increasing class control, and reduces workloads and burnout. Carries a fee. **3 hours.**

EDU 2904 *Child Abuse*
This interactive course is designed to help the learner identify and effectively teach students affected by child abuse and/or neglect. It describes the signs of physical abuse, emotional abuse, sexual abuse, physical neglect, and emotional neglect. It also discusses the specific factors that exist in families who abuse. Carries a fee. (Also listed as SWK 2904.) **2 hours.**

EDU 2905 *Drugs and Alcohol in Schools*
This is an interactive course designed to give the learner a comprehensive understanding of alcohol, drugs, and their influences in the teacher's classroom. It provides a contextual framework for understanding what students may be experiencing through their own substance use or the impact of substance use around them. It provides a basic historical perspective of substance use along with descriptions of biological, psychological, and social factors that comprise the disease of addiction. Carries a fee. (Also listed as SWK 2905.) **2 hours.**

EDU 2908 *Inclusion*
This interactive course is designed to help the learner gain a better understanding of inclusion, one of the current educational reform movements that advocates for educating students with disabilities in the general education population. Carries a fee. **2 hours.**

EDU 2909 *Learning Disabilities*
This is an interactive course which provides an introduction to the field of Learning Disabilities for special education teachers, general classroom teachers, integration teachers, and related professionals, especially those working in the areas of language, psychology, and counseling. It will cover the diverse theoretical approaches, lay the foundations for sensitive and appropriate assessment and evaluation of students, provide directions for program planning and implementation, indicate the importance of the need for a close, positive partnership with parents (or caregivers), and consider ways for ensuring that the home-school axis is effective and meaningful. Carries a fee. **3 hours.**

EDU 2911 *Talented and Gifted*
This is an interactive course designed to help the learner achieve a better understanding of the talented and gifted student, methods used in identification, and strategies for instruction of these students in an inclusive classroom. It provides information on the history of the exceptional in relation to education, current law and the accepted methods for referral, assessment and identification of these students. Carries a fee. **2 hours.**

EDU 2912 *Traumatized Children*
This is an interactive course, designed to help the learner identify and effectively teach students in the classroom affected by stress, trauma, and/or violence. It helps the learner recognize the signs of stress, trauma, or violence. It also discusses the specific factors that exist in families and communities where stress and violence are common, with a major emphasis on understanding the special learning needs of these students. Carries a fee. **2 hours.**

EDU 2913 *Violence in Schools*
This is an interactive course designed to give the learner a better understanding of school violence and increase intervention strategies. It provides a foundational understanding of violence and the motivational purposes behind aggression. It teaches identification and intervention approaches for working with out-of-control behaviors. It offers specific strategies to minimize the occurrence of violence in the school and community. Carries a fee. (Also listed as SWK 2913.) **2 hours.**

EDU 2914 *Understanding Aggression*
This is an interactive course about violence in America, about the aggression in schools, classrooms, streets, and homes. It speaks of hate, fights, anger, crimes committed, victims in our schools and society, and the impact these have on our teaching in the classroom and care in the community. The goal of this course is to help the learner better understand how aggression affects our lives and the lives of our children to become more skillful in efforts to prevent it in the classroom and community. Carries a fee. (Also listed as SWK 2914.) **3 hours.**

EDU 2915 *Reading Fundamentals I*

This is an interactive course, the first in a three-course series on effective reading instruction, was designed to give background on Reading First as it applies to the No Child Left Behind federal legislation. This course discusses the research that supports scientifically-based research as it applies to phonetically-based instruction, assessment, and evaluation. The course explores myths and misconceptions concerning reading, instruction, and remediation. It also presents an evaluation checklist designed to assess the effectiveness of your current reading program. The goal of the course is to present the student with research, trustworthy evidence, and background information that support the need for a reading program that is based on scientific research and proven methods. Carries a fee. **2 credits**.

EDU 2916 *Reading Fundamentals II*

This interactive course, the second course in a three-course series, lays the foundation for effective reading instruction. As part of this course, the student will learn about the elements of effective instruction. Students will learn about the importance of reading instruction and read some sobering statistics on reading performance in this country and what happens when individuals are not proficient in reading. Carries a fee. **2 credits.**

EDU 2917 *Reading Fundamentals III*

This interactive course, the third in a three-course series, will focus on learning to read, reading to learn, and an introduction to reading assessment. As part of these two key areas of reading instruction, the five elements of effective reading instruction will be highlighted, including definitions, implications for instruction, and future directions. These five elements include instruction in: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Information on teacher preparation and learning about comprehension strategy instruction and reading instruction, as well as how to integrate computer technology into the classroom is discussed. Additionally, the course will provide information on important assessment terms and definitions and will explore how reading assessment fits within the Reading First Program. This analysis includes specific recommendations on 29 reading assessments. Finally, the course describes how teachers can conduct pivotal curriculum-based measurement procedures in their classrooms. Carries a fee. 2 credits.

EDU 2918 *Advanced Classroom Management*

This is an interactive course geared primarily for professionals serving children and youths presenting behavior problems in the school or community. This course focuses on cognitive and cognitive-behavioral interventions (often lumped together under the rubric "social skills") with an emphasis on teaching students how to change and manage their own behavior. Prerequisite: Since previous knowledge and understanding of traditional behavioral (operant) concepts and strategies is required, it is strongly recommended that the student take an introductory behavior management course to learn the basic terms and concepts of behavior management prior to taking this "advanced" course. Carries a fee. **2 credits**.

EDU 2919 *Infant and Toddler Mental Health*

This is an interactive course designed to help the student achieve a better understanding of infant and toddler mental health, child development, and strategies the student can use to promote positive relationships with children and their families. This course provides information that will help the student to understand and identify your role as a child care provider, educator, and early childhood professional and will provide the student with research-based information on child development, attachment, temperament, and curriculum. This course also lists resources for both teachers and parents who would like more help or information about infant and toddler mental health. Carries a fee. **2 credits.**

EDU 2920 *Educational Assessment*

This interactive course is designed to further develop the conceptual and technical skills required by teachers to help them identify their educational goals, and implement meaningful instructional strategies for effective learning by students with special needs. The focus of this course will therefore be on assessment for instructional programming. The course will outline procedures for designing or selecting, administering and interpreting, a variety of informal assessment measures typically used in schools. The use of a range of informal assessment measures in the academic and social skills areas will form the core of the content to be covered. The presentation of assessment information in an acceptable format to parents and teachers will also be addressed. Carries a fee. **2 credits.**

EDU 2921 *Teaching Diversity*
This is an interactive course designed to give the student the knowledge, tools, and dispositions to effectively facilitate a diverse classroom. This course will help the student understand and identify differences in approaches to learning and performance, including different learning styles and ways in which students demonstrate learning. An emphasis in this course will be on understanding how students' learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family and community values. Carries a fee. **Credits TBA**.

EDU 294 *Psychology of Exceptional Children and Adolescents*
Designed to acquaint the student with the characteristics, nature, and needs of the broad spectrum of persons termed "exceptional", denoting those who differ from the norm physically, mentally, emotionally, and/or socially; includes those who are disabled as well as the bright and gifted. The course will familiarize the student with contemporary problems and issues in educating and socializing "exceptional" individuals. Prerequisite: sophomore standing. (Also listed as PSY 294.) **3 hours.**

EDU 323 *Children's Literature*
A general survey of children's literature, print and non-print, designed to cover criteria for evaluation and selection for the classroom and school library, techniques for presenting literature for enjoyment, and the use of children's literature to supplement and enrich other curriculum areas. Prerequisite: EDU 162 or 164 or 166. **3 hours.**

EDU 324 *Integration of Movement, Music, and Art*
Objectives, organization, methods, and materials for the integration and evaluation of the specialty areas of movement, music, and art. Prerequisite: admission to teacher education program. **2 hours.**

EDU 325 *Methods and Materials for Teaching Science and Social Studies*
Objectives, organization, methods, and materials for teaching science and social studies are presented for teaching early childhood through middle childhood. Attention is given to communication, assessment, and real-world applications. Separate modules for each area are incorporated. The Social Studies module includes study of the history, government, and geography of New York. Prerequisite: admission to the teacher education program. EDU 371 is taken concurrently or as a prerequisite. Field work required. **2 hours.**

EDU 327 *Religious Education and the Role of the Christian Teacher*
A study of the goals, objectives, content, methods, and materials in teaching the Christian faith. The responsibilities of a teacher in a Lutheran elementary or secondary school are studied. Prerequisite: junior standing. **3 hours.**

EDU 328 *Methord and Materials for Teaching Reading/ Language Arts I*
Emphasis on the reading process and the reading-writing connection, reading as a language process, and such topics as cueing systems, readiness, graphophonic patterns, language acquisition, and literacy development. Classroom management and organization/record keeping are explored in theory and practice. Field work required. Prerequisite: admission to the teacher education program. **3 hours.**

EDU 329 *Methord and Materials for Teaching Reading/ Language Arts II*
Special concerns of the classroom teacher: diagnosis and remediation, children with special needs, and reading in the content areas. Reading and language arts skills are examined in relation to their communicative functions. Integration of all the language arts is stressed. Field work required. Prerequisite: EDU 328. **3 hours.**

EDU 343 *Home, School, Church, and Community Relations*
Exploration of the vital and necessary interrelationships among the four elements present in the overall education of children and adolescents: home, school, church, community. Consideration of the effects of culture, heritage, and socioeconomic level on a student's readiness to learn. Prerequisite: EDU 162 or 164 or 166. **2 hours.**

EDU 351 *Curriculum and Assessment*
This course will provide the basics in the organization and development of curriculum, evaluation of student progress toward goals and objectives through teacher-made assessment and knowledge of statistical measure

as they pertain to standardized tests. Prerequisite: admission to the teacher education program. **3 hours.**

EDU 371 *Educational Psychology*

The application of basic principles of human development and behavior to the classroom situation. Topics include educational objectives; the entering behavior of children; teaching strategies, models, and techniques; and assessment of behavior. Emphasis is given both to theoretical backgrounds and to classroom applications. Prerequisite: A minimum grade of C in COM 101; PSY 271, 281, 282, or 291. A designated writing process course. (Also listed as PSY 371.) **3 hours.**

EDU 372 *Microteaching Lab*

An application of principles of teaching in a peer group setting. Carries a fee to cover video-taping expense. Prerequisite: admission to the teacher education program. EDU 371 is taken concurrently or as a prerequisite. **3 hour.**

EDU 381-384 *Teaching Academic Subjects to Adolescents*

Objectives, organization, methods, and assessment techniques for teaching of English (381), social studies (382), mathematics (383), or biology (384) to adolescents. Education 382 includes study of the history, government, and geography of New York. Prerequisite: admission to education department program. EDU 385 taken concurrently. **2 hours** each.

EDU 385 *Methods of Teaching in the Secondary School*

Designed to acquaint students with the methods, principles and strategies of what some educators call the "how to" approach. Assists students in secondary education to develop their skills with attention to teaching in a multicultural education environment. Prerequisites: admission to the teacher education program. EDU 371 taken concurrently or as a prerequisite, field work where required. **2 hours.**

EDU 451 *Classroom Management*

An overview of the important principles of classroom management. Students will be encouraged to unify their own beliefs about discipline with the ideas of others to develop a comprehensive approach to classroom management through presentations of different classroom management methods, small group discussions, and field observations. This course is taken concurrently with student teaching by Elementary Education students. Carries a fee. **1 hour.**

EDU 452 *Student Teaching Seminar*

Discussion and formal lecture about special topics of concern to teachers, including resume preparation, interview skills, multi-cultural awareness, professional ethics, legal issues, personal finances, school violence prevention, and child safety and welfare. Carries a fee. Taken during the student teaching semester. Presentations will be led by faculty or outside speakers. A capstone course. Requirements include the preparation of a professional portfolio. **1 hour.**

EDU 481 *Student Teaching*

Guided practice in the art of teaching and classroom management. Development and demonstration of competencies required for certification. Carries a fee. Prerequisite: Professional Sequence. Pass/Fail grading. **10 hours.**

EDU 485 *Student Teaching for Adolescent Education*

Guided practice in the art of teaching and in classroom management in grades 7-12. Development and demonstration of competencies required for adolescence education certification. Weekly seminars. Carries a fee. Prerequisite: Adolescence Education Professional Sequence. Pass/Fail grading. **12 hours.**

ENGLISH (ENG)

ENG T091 *English Writing*

Extensive practice in English writing; development of paragraph/essays; careful review of grammar, syntax, diction, and sentence structure. The course includes a two-hour laboratory session each week in addition to three class sessions. Transcript (non-degree) credit only. **3 hours.**

ENG 101 *Freshman Composition*

A study of good writing in essay form, practice in writing the essay in its traditional basic forms, practice in techniques of library research, and study of manuscript style. Required of all students; not applicable for meeting the requirements of the English program. A designated writing process course and prerequisite to all designated writing process courses. Prerequisite: satisfactory score on the English proficiency examination or a minimum grade of C in ENG T091. **3 hours.**

ENG 102 *Introduction to Literature*
A study of form and meaning in poetry, drama, and fiction. Practice in effective writing, using the experience of literature as the source of subject matter. Prerequisite: minimum grade of C in ENG 101. A designated writing process course. **3 hours.**

ENG 110 *Language of Literature*
A gateway course to the English Program, this course aims to introduce the student to vital literary terms, concepts, and methods to prepare him or her for future English courses. Prerequisite: A minimum grade of C in COM 101. **1 hour.**

ENG 201 *British Literature I: From the Anglo-Saxons through the Restoration*
Readings in British poetry and prose. Prerequisite: ENG 102/COM 101. **3 hours.**

ENG 202 *British Literature II: From the Augustans through the Victorians*
Readings in British poetry and prose. Prerequisite: ENG 102/COM 101. **3 hours.**

ENG 203 *British Literature III: The 20th Century*
Readings in British poetry and prose. Prerequisite: ENG 102/COM 101. **3 hours.**

ENG 211 *Introduction to Fiction*
An Introduction to the genre of fiction through a study of classic and contemporary world masterpieces. This course focuses on the elements of the novel, the novella, and the short story as well as the aesthetic and intellectual qualities of the individual texts. This is a designated writing process course. Prerequisite: A minimum grade of C in COM 101; ENG 110 as pre- or co-requisite for students in the English Program. 3 hours.

ENG 212 *Introduction to Drama*
An introduction to the genre of drama, specifically the elements and structure of theatre (character, plot, dialogue, setting) and theatrical practices (theatre architecture, audience) via in-depth study, workshop performance, and experience of selected plays, ranging from the ancient to the contemporary worlds. Prerequisite: A minimum grade of C in COM 100. **3 hours.**

ENG 213 *Introduction to Poetry*
An introduction to the genre and writers of poetry; specifically, a study of the elements and structure of formal, blank, and free verse via workshop performance, analysis, explication of selected poems and readings, and discussion about important writers of poetry ranging from the ancient to the contemporary. This is a designated writing process course. Prerequisite: A minimum grade of C in COM 101; ENG 110 as pre- or co-requisite for students in the English Program. **3 hours.**

ENG 214 *American Literature II: The New World Romantics to Dawning Realism*
A sampling of the legacy of the 19th century, such as Transcendentalists—Emerson, Thoreau, Whitman; Originals—Hawthorne, Poe, Melville, Dickinson; Satirists—Twain, Douglass; Realists—Howells, James, Crane, Norris; encompassing art, craft, philosophy, and influence on contemporaries and the present. Prerequisite: ENG 102/COM 101. **3 hours.**

ENG 215 *American Literature III: The 20th Century*
A study of major writers of that century, from Henry James to the present; extensive readings in poetry, essay, drama, fiction. Prerequisite: ENG 102/COM 101. **3 hours.**

ENG 241 *Masterpieces of World Literature*

An exploration of some of the most influential works of literature, excluding British and American literature; readings in a variety of genres and literary movements. Carries a fee. Prerequisite: ENG 102/COM 101. **3 hours.**

ENG 301 *The American Novel: From Cooper to Bellow*

Focusing on the development of the American novel, the course begins with British influences and then proceeds to treat a notable work of each of the following as significant in the development of what is called "the American novel": Cooper, Stowe, Hawthorne, Melville, Twain, Howells, James, Dreiser, Lewis, Wharton, Fitzgerald, Hemingway, Faulkner, Ellison, Bellow. Prerequisite: ENG 214 or ENG 215 or permission of instructor. **3 hours.**

ENG 302 *The European Novel: From Cervantes to Tolstoy*

The development of the European novel into a dominant literary genre; the techniques of the novelist; the novel as a work of art; the novel as a reflection of societal philosophy, morals, and mores; the novel and its readers. Prerequisites: ENG 102/COM 101 and permission of instructor. **3 hours.**

ENG 303 *The English Novel: From Austen to Forster*

Focusing on the development of the English novel, the course begins with early influences and then proceeds to treat a notable work of each of the following as significant in the development of what is called "the English novel": Austen, Dickens, Thackeray, Eliot, C. Bronte, Meredith, Hardy, Conrad, Lawrence, Woolf, Joyce, Forster. Prerequisite: ENG 202 or ENG 203 or permission of instructor. **3 hours.**

ENG 330 *Topics in Literary Arts*

These courses provide extensive, detailed study of a particular topic. Readings include a variety of literary works as well as historical, popular, and cultural texts that allow for an in-depth study of a focused theme, literary movement, or human experience. Course activities focus on comprehension of literary history and genres, as well as appreciation for an interdisciplinary approach to experiencing the literary arts. Representative courses in this category include, but are not limited to, Literature and the Adolescent Experience, Women in Literature, African-American Literature and Culture, Origins of Drama, Modern Drama, Theology and Modern Literature, Satire, the Romantics, The Victorian Era, World Masterpieces in Translation, the 20th Century in Film and Literature, Studies in Irish Literature. Prerequisite: COM 200 or permission of the instructor. Carries a fee where applicable. **3 credits.**

ENG 341 *Advanced Writing*

Effective writing for professions and business: characteristics of good writing, audience analysis, the writing situation, start-up strategies, achieving clarity, revising. Emphases: research, proposals, non-technical reports, abstracts, papers for oral presentation. Prerequisites: ENG 101/COM 100 and 101, both with grades of C or better, and keyboard competency. **3 hours.**

ENG 342 *Creative Writing: Fiction Workshop*

Designed to allow the student to experiment with various forms and techniques of fiction writing. Investigates such topics as metamorphosis of experience, plot patterns, characterization, tension, pace of revelation, epiphany, point of view. Extensive reading in the literature of the genre, from European and American stories of modern and contemporary authors. Discussion workshop class style. Stresses roundtable criticism of students' writing and work of professional writers. Prerequisites: ENG 102/COM 101 and permission of instructor. Enrollment limited to 14 students. **3 hours.**

ENG 345 *Journalism: Writing News, Reviews, Features*

Course covers aspects of journalism: news-gathering, newswriting style, feature writing style, writing of arts and leisure reviews, sports writing, proofreading, and editing. Intended as an introduction to the field. Prerequisites: ENG 102/COM 101 and one literature course. **3 hours.**

ENG 346 *Writing for the World Wide Web*

This course explores the rhetorical practices of writing and publishing for the World Wide Web. Through the study of various electronic discourse communities, students will create their own Web pages. Emphasis will be on the conventions of Web design as well as elements of standard English usage and style. Prerequisite: ENG 341 or ENG 342 or ENG 345. **3 hours.**

ENG 360 *Literary Figures*

These courses enable students to focus on a particular author, studying his/her work in depth and in context. As well as considering the range of the author's works, students also investigate the literary, cultural, and historical background against which and for which the author was writing. Prerequisite: COM 200 or permission of the instructor. Carries a fee where applicable. **3 credits.**

ENG 381 *Critics, Criteria, and Criticism*

Literary and textual theory and criteria for judgment and appreciation proposed in writings of major critics from Aristotle to the present. Practice in applying critical theories to selected examples from at least two of the major literary genres. A capstone course for the English Area of Study. Prerequisites: A minimum grade of C in COM 101; ENG 201 and 202, or ENG 214 and 215, or permission of instructor. A designated writing process course. **3 hours.**

ENG 400 *Senior Seminar*

Senior seminars focusing on major figures, genre, period, or theme may be taken as an extension of any topics or 300-level course. Contact the program adviser for approval. A capstone course for the English Program. Prerequisites: junior standing and permission of instructor. **3 hours**.

ENGLISH LANGUAGE (ENL)

ENL 106 *Advanced Listening and Note-Taking for Non-Native Speakers of English*

An introduction to college-level listening and note-taking skills for non-native speakers of English. Designed for students at a high intermediate/advanced level of English proficiency. Focus on listening to academic lectures in areas such as the social sciences, business, science, the arts, and religion. Prerequisite: High-intermediate or advanced level proficiency in English, as determined by the International Center for English as a Second Language. **2 hours.**

ENL 107 *Advanced Reading for Non-Native Speakers of English*

Designed for students at a high intermediate/advanced level of English proficiency. Focus of authentic source readings in academic areas such as the social sciences, business, science, literature, and religion. Prerequisite: High-intermediate or advanced level proficiency in English, as determined by the International Center for English as a Second Language. **3 hours.**

ENL 108 *Advanced Writing for Non-Native Speakers of English*

Practice in the writing skills required for college or university work. Designed for students at an advanced level of proficiency in ESL writing. Focuses on improving grammatical accuracy as well as on developing essays in a variety of rhetorical styles. A process approach is emphasized. Prerequisite: Advanced level proficiency in written English as determined by the International Center for English as a Second Language. **3 hours.**

ENL 109 *Public Speaking for Non-Native Speakers of English*

An introduction to college level public speaking for non-native speakers of English. Taught in English, designed for students with high intermediate/advanced level listening and speaking proficiency in English. The course focuses on the development and improvement of verbal and non-verbal presentation skills for various types of public address. Included are audience analysis, text organization and preparation, use of visuals, participation in group assignments, analysis of published speech texts, observation of model speeches, observation of selected Concordia academic courses, attention to individual pronunciation needs, and self- and group-evaluation. Prerequisite: High intermediate or advanced level proficiency in Spoken English as determined by the International Center for English as a Second Language. **3 hours.**

EXPERIENTIAL LEARNING (EXL)

EXL 1XX-3XX *Experiential Learning*

Supervised engagement in an activity or series of activities which is designed to integrate formal learning and personal experience through a cycle of knowledge/preparation, activity/experience, and reflection/review. Activities may include independent research, problem solving, project work, fieldwork, community placement, social justice, focused travel, service learning, and leadership training. Themes may include leadership, personal development, societal improvement, and/or community development. Descriptions for specific EXL oppor-

tunities for credit offered in a given semester are provided in the syllabus and EXL management policy. Prerequisite: Completion of CAR 100, Freshman Seminar, or permission of instructor. **1-3 hours**.

FAMILY LIFE MINISTRY (FAM)

FAM 305 *Family Resource Management*

This course is a study of the effective management of family dynamics, which provides the means for making changes and doing what is necessary to reach families and individuals over the life cycle. Management concepts and principles include values, resources, decision-making and problem-solving, and communication. Management applications include such topics as managing time, work and family, finances, consumerism, and stress. Prerequisite: PSY/SOC 382. **3 hours.**

FAM 306 *Parent Education and Guidance*

This course will examine lifespan parenting practices within the dynamics of parent-child, parent-adult-child relationships, family context(s) in which parenting occurs, the process of parenting, and the impact of both cultural and religious norms on families. It will examine the historic evolution of family roles with sensitivity toward diversity. Prerequisite: PSY/SOC 382. **3 hours.**

FAM 307 *Family Life Education Methodology*

This course reviews the nature of lifespan family education in the community, work place, and church. Students will become familiar with professional values and faith perspectives related to the foundation and practice of the major life span family education areas. Application of teaching methodologies will be utilized in the field experience. Prerequisite: FAM 305. **3 hours.**

GEOGRAPHY (GEO)

GEO 101 *General Geography*

A survey of geography which includes study of the nature of geography, weather, climate, landforms, the impact of humans on their environment, the constraints placed upon humans by their environment, the variety of human responses to geographic conditions, and the flow of energy and resources over the earth's surface. Emphasis on map interpretation skills and the integration of geographic, historical, social, economic, and ecological factors involved with human functioning. **3 hours**.

GERMAN (GER)

GER 101 & 102 *German I & II*

An introduction to spoken and written German, stressing pronunciation, comprehension, speaking, reading, and writing. Methods provide acquaintance with German culture. Prerequisite for GER 102: minimum grade of C in GER 101. **3 hours** each.

GER 201 & 202 *Intermediate German I & II*

A review of German grammar and a study of German culture from its beginning to present time and work in the language laboratory to develop the student's audio-lingual skills. GER 201 presents a review of grammar and discusses the following periods: early German culture, Medieval period, Age of Humanism, Reformation and Counter-Reformation, Baroque period, and the Age of Frederick the Great. GER 202 completes a grammar and vocabulary review and discusses the following periods: Napoleon, Restoration, Bismarck, the Kaiser, Weimar Republic, the Third Reich, and modern Germany. Prerequisites: GER 101 and 102 or equivalent. Prerequisite for GER 202: GER 201. **3 hours** each.

GER 301 & 302 *German Conversation and Composition I & II*

An intensive course in speaking and writing German. Discussion of current topics and informal conversations in German with use of periodicals and texts. Prerequisites: GER 201 and 202 or equivalent. Prerequisite for GER 302: GER 301. **3 hours** each.

GREEK (GRK)

GRK 202 *Greek I*

An introductory course covering basic vocabulary, forms, and sentence structure and stressing the student's ability to convey accurately the meaning of simple Greek prose in correct, idiomatic English. Includes two mandatory practice labs per week. **3 hours.**

GRK 203 *Greek II*
Continued development of vocabulary, translation ability, and familiarity with forms and sentence structure. Includes two mandatory practice labs per week. Prerequisite: GRK 202. **3 hours.**

GRK 311 *Graded Readings in Biblical Greek I*
Reading and translation of progressively difficult portions of Sacred Scripture. Continued development of translations skills through vocabulary and grammatical and syntactical analysis. Prerequisite: GRK 203. **3 hours.**

GRK 312 *Graded Readings in Biblical Greek I*
Continued reading and translation of progressively difficult portions of Sacred Scripture. Continued development of translation skills through vocabulary and grammatical and syntactical analysis. Includes mandatory attendance as a peer mentor at one of the two GRK 203 labs per week. Prerequisite: GRK 311. **2 hours**.

GRK 313 *Greek Review and Practice*
Systematic review of vocabulary, grammar, syntax, and inflected forms in preparation for graduate school (seminary) entrance examinations in Koine Greek. Prerequisite: GRK 312. **1 hour.**

GRK 410 *Biblical Languages Capstone*
Students will select, prepare, and defend a written translation of an extensive passage from the Greek New Testament on the basis of vocabulary, morphology, syntax, and textual criticism. A designated writing process course. A capstone course. Pre- or co-requisite: GRK 313. **3 hours.**

HEBREW (HEB)

HEB 305 *Biblical Hebrew I*
An introduction to Hebrew morphology, syntax, and vocabulary. Reading of simple Old Testament prose. **5 hours.**

HEB 306 *Biblical Hebrew II*
The completion of basic Hebrew grammar followed by an introduction to the Hebrew Bible, including the critical apparatus of the *Biblia Hebraica Stuttgartensia*. Reading select narrative and poetic Hebrew texts of the Old Testament to build translation skills and acquire new vocabulary. Prerequisite: HEB 305. **4 hours.**

HEB 410 *Biblical Languages Capstone*
Students will select, prepare, and defend a written translation of an extensive passage from the Hebrew Old Testament on the basis of vocabulary, morphology, syntax, and textual criticism. A designated writing process course. A capstone course. Pre- or co-requisite: HEB 306. **3 hours.**

HISTORY (HIS)

HIS 100 *The Human Challenge: A History of World Civilizations*
This course examines the emergence of world civilizations from ancient times to the present. The course integrates the disciplines of history and the social sciences to examine various aspects of civilization, including the geography, politics, culture, economics, and technology of major world civilizations. Themes of human cooperation, competition, and conflict are explored throughout the course. (Also listed as SSC 100.) **3 hours.**

HIS 201 *Western Civilization I*
A survey of the major developments in Western history through the 16th century. Emphasis on historical method and perspective; the evolution of social, political, economic, and religious organizations; and the intellectual activities which contributed to and shaped early Western society. **3 hours.**

HIS 202 *Western Civilization II*
A survey of Western history during the modern era, beginning with the 16th century. Emphasis on social,

political, economic, and religious factors which affected the development of Western society. Consideration of the role of the West in contemporary world affairs. **3 hours.**

HIS 215 *Survey of American History Through the Civil War*

A study of the making and breaking of a nation. Topics include: the Age of Exploration, the Colonies and the Revolution, the Constitution and the Early Republic, the War of 1812, the Monroe Doctrine, Jacksonian America, the beginnings of sectionalism, the slavery controversy, and the Civil War. **3 hours.**

HIS 216 *Survey of American History Since the Civil War*

A study of the expansion of American society and government since the Civil War. Topics include: Reconstruction, the Gilded Age, the Progressive Era, the World Wars and the interwar period, the Cold War, Vietnam, and the movements for civil rights and women's rights. **3 hours.**

HIS 241 Great Lives in European History

An examination of selected aspects of modern European history from a biographical point of view. A study of men and women who lived between the Renaissance and World War II and whose decisions influenced the lives of both their contemporaries and later generations. Emphasis on personalities such as Mary Queen of Scots, Elizabeth I, Jean Jacques Rousseau, Marie Antoinette, Kaiser Wilhelm II, Emmaline Pankhurst, Nikolai Lenin. Prerequisite: HIS 102/202. **3 hours.**

HIS 313 *United States and the Cold War*

A comprehensive examination of the conflict between the United States and the Soviet Union from 1945 through 1991 with a focus on the diplomatic, strategic, economic, and ideological struggles and their social, political, and cultural implications for Americans. Prerequisite: HIS 216 or permission of instructor. **3 hours.**

HIS 314 *The Civil Rights Movement*

An in-depth look at one of the most dramatic and influential social movements in American history. The course will begin with a brief overview of American race relations and end with a discussion of contemporary racial issues. However, the bulk of the course will concentrate on racial developments from the 1940s to the 1970s. Prerequisite: Sophomore standing. HIS 216 is recommended. (Also listed as SOC 314.) **3 hours.**

HIS 317 *The American Presidency*

An historical introduction to the American Presidency from George W. (Washington) to George W. (Bush), focusing on the original intentions of the founding fathers and evolution of the office in the two centuries that followed. Emphasis on the men who held the office, changing visions of the presidency, the ebb and flow of the imperial presidency, and shifting relations with Congress and the media. (Also listed as POL 317.) **3 hours.**

HIS 318 *History of Women in America*

The evolution of women's role in American society. Topics include: family systems during the colonial and Revolutionary eras, women in the 1830s reform movements, the birth of the women's rights movement in the 1840s, the rise of women's colleges, the settlement house workers of the Progressive era, the 19th Amendment, the home front during the World Wars, feminism, the ERA, and the abortion controversy. Prerequisites: HIS 215 or 216 or permission of instructor. **3 hours.**

HIS 325 *The Era of the Reformation*

The political, social, and religious factors contributing to the beginning of the Reformation; Luther's confrontation with the Papacy; the growth of Calvinism; the Counter-Reformation; the wars of religion; the political, social, economic, and religious consequences of the Reformation. Prerequisite: HIS 201. (Also listed as REL 325.) **3 hours.**

HIS 342 *Soviet Russia*

This course is a study of modern Russian and Soviet history. The course will begin with a look at the late tsarist period, from the emancipation of the serfs in 1861 to the Revolution of 1917. The Soviet Era, from 1917-1991, will be the primary focus of the course. The course will conclude with some mention of the opportunities and challenges faced by post-Soviet society. Prerequisite: HIS 202 or permission of the instructor. (Also listed as INS 342.) **3 hours.**

HIS 343 *Hitler, Nazi Germany, and the World*

An overview of modern German history with a focus on the rise and fall of Adolf Hitler and Nazi Germany from 1933 to 1945. Topics to be addressed include the life of Hitler, origins and makeup of fascism, German political history in the 19th and 20th centuries, World War I and the Weimar Era, the Nazi seizure of power, the phenomenon of totalitarianism, German

relations with the world before and during the Nazi Era, the Second World War and its aftermath, the home front, and the Holocaust. Prerequisite: HIS 202, HIS 216 recommended, or permission of instructor. **3-4 hours.**

HIS 351 *Religion in America*

An historical analysis of Judaism, Roman Catholicism, Eastern Orthodoxy, and diverse forms of Protestantism in American culture. Indigenous communities and utopian enterprises will also be examined. Special attention is given to American Lutheranism. (Also listed as REL 351.) **3 hours.**

HIS 353 *Church History: Apostolic Age to 20th Century*

Major personalities, movements and doctrines in the history of Christendom from the Apostolic Age to the present. Emphasis on ecumenical reconciliation. (Also listed as REL 353.) **3 hours.**

HIS 355 *The Crusades: Christendom, the Holy Land, and Islam*

A historical survey of the medieval Crusades from the 11th until the 16th century. In addition to exploring the Crusades themselves, the political and religious climate of medieval European, Islamic, and Byzantine Civilizations will be examined. The course will conclude by looking at the decline of the Crusades when the concept of "holy war" was gradually replaced by theories of "just war". Prerequisite: HIS 100; HIS 201 and REL 300 recommended. **3 hours.**

HIS 361 *Modern Japan*

Japanese history from the Meiji Restoration of 1867 to the present. Emphasis on culture, its parallels and dissimilarities to Western culture; modernization and militarism through World War II; and the social, political, and economic rebirth of Japan since World War II. Issues discussed include geography, resources, and Japan's growth to world-power status. (Also listed as INS 361.) **3 hours.**

HIS 362 *Latin American History*

Political and economic history from the late colonial period to the present, stressing the importance of the continuity of Spanish political tradition and noting the difference between the Spanish American and Brazilian national experiences. (Also listed as INS 362.) **3 hours.**

HIS 363 *India and China, 1500 to the Present*

An introduction to the two largest nations in Asia. Emphasis on the cultural and political evolution of each nation as well as the diversity found within each society from the 16th century to the present. International relations are treated as are factors contributing to the success and failure of their respective political economies. The role of Taiwan and Hong Kong in the Pacific Basin is analyzed. (Also listed as INS 363.) **3 hours.**

HIS 364 *The Modern Middle East*

This course examines the geography, history, and political landscape of the modern Middle East. The course explores the events, individuals, and ideologies of the region from the era of Ottoman imperialism through the periods of European colonization and Arab nationalism. The course concludes by analyzing recent events and ideologies (e.g., Islamism and modernism) that have contributed and continue to influence the geopolitical climate of the Middle East. Prerequisite: HIS 100. (Also listed as INS 364.) **3 hours.**

HIS 431 *Historiography*

An examination of the "history of history". This course will begin by examining the development of the historical discipline. Then the bulk of the course will highlight issues and controversies in history, examining and evaluating different interpretations of the same event. Prerequisite: Junior or Senior standing in the Social Sciences Program or by permission of the instructor. **3 hours.**

HIS 441 *Seminar in History*

The literature, resources, and references required of the professional historian and teacher. Critical experiences in the research and writing of history. A capstone course. Prerequisites: junior standing and HIS 201 and 202. **3 hours.**

HONORS (HON)

HON 260 *Fellows Seminars*

Part of the Fellows Program, these courses focus on a different theme each semester and are interdisciplinary in nature. Recent topics: Healing in the 21st Century, Notable Speeches, The Meaning of Meaning, Literature into Film, From Blank Page to Stage,

Neioituonah (Indian Issues), Language and Linguistics. Prerequisite: Fellows Program member or permission of instructor. **1 hour.**

HON 290 *Fellows Projects*
Part of the Fellows Program, these are extensions of courses in the honors student's program and may consist of independent studies and/or academic internships in accordance with procedures established by the Fellows Committee. May be taken on a Pass/Fail basis. **1-3 hours.**

HUMANITIES (HUM)

HUM 100 *Living with the Arts*
Explores the relevance of the arts to life, through disciplines such as painting, sculpture, architecture, music, literature, dance, film, and theater. Through an aesthetic method, students develop an understanding of the fundamental artistic principles and appreciation of how the arts engage the senses, embrace a personal vision, and enhance communication. Emphasizes perspectives of both the artist and audience especially by utilizing the resources of New York City. **3 hours.**

INTERDISCIPLINARY STUDIES (IST)

IST 441 *Interdisciplinary Studies Seminar*
A seminar required of all students with an interdisciplinary program. The student demonstrates an understanding of the integration of the several disciplines which comprise this program. **3 hours.**

INTERNATIONAL STUDIES (INS)

INS 263 *The Sociology of Globalization*
This course is an in-depth investigation of the changing nature of the world economy and its impact on political, social, and cultural arrangements around the world. This course will concentrate on the various definitions and interpretations of the globalization, as well as the various reactions to it, both for and against. Prerequisite: HIS/SSC 100. (Also listed as SOC 263.) **3 hours.**

INS 272 *International Politics*
(See POL 272.) **3 hours.**

INS 313 *United States and the Cold War*
(See HIS 313.) **3 hours.**

INS 332 *Cross-Cultural Communications*
(See BUS 332.) **3 hours.**

INS 342 *Soviet Russia*
(See HIS 342.) **3 hours.**

INS 347 *International Marketing Management*
(See BUS 347.) **3 hours.**

INS 361 *Modern Japan*
(See HIS 361.) **3 hours.**

INS 362 *Latin American History*
(See HIS 362.) **3 hours.**

INS 363 *India and China, 1500 to the Present*
(See HIS 363.) **3 hours.**

INS 364 *The Modern Middle East*
(See HIS 364.) **3 hours.**

INS 441 *Seminar in International Relations*
A study of the nature of relations among states, focusing primarily on processes by which nations, individually and collectively, promote policies on an international level which are intended to achieve specific goals. Attention will be given to historical perspectives concerning human nature and the role of the citizen, the state and state interests, and the

evolution of an international society. Readings and written papers will focus on diverse sources, such as China in 350 B.C., and Kissinger and Mitterand in the 1980s. A capstone course. Prerequisite: junior or senior standing, six hours in history above the 100-level, INS 272 or permission of instructor. **3 hours.**

INS 467 *Political and Economic Systems in Developing Countries*

(See BUS 467.) **3 hours.**

ITALIAN (ITL)

ITL 101 *Introduction to Italian I*

An introductory course for students with little or no knowledge of the standard, contemporary Italian language. Vocabulary and grammar are presented in pragmatic, everyday situations designed to provide the student with a functional communicative proficiency and an understanding of Italian culture. **3 hours.**

ITL 102 *Introduction to Italian II*

An elaboration of the vocabulary and skills developed in the previous course. The student will expand his/her repertoire of practical communicative settings while gaining wider exposure to more sophisticated verbal stimuli. Fundamental, pragmatic writing skills are developed and authentic reading samples are introduced. Prerequisite: Minimum grade of C in ITL 101. **3 hours.**

ITL 201 & 202 *Intermediate Italian I and II*

Continued study and practice of the standard Italian language as it is spoken and written today. The elaboration of the elementary level language skills developed in the previous courses will lead to the enhancement of the student's communicative skills in Italian. Prerequisite: ITL 102 or equivalent. Prerequisite for ITL 202: ITL 201. **3 hours** each.

LATIN (LAT)

LAT 101 & 102 *Latin Fundamentals I & II*

Intensive courses designed to help the student develop the ability to read Latin prose and poetry and to convey its meaning in correct English. Basic vocabulary, grammatical and syntactical forms, and etymological work for language enrichment. Prerequisite for LAT 102: LAT 101 or one year of high school Latin. **3 hours** each.

MATHEMATICS (MAT)

MAT T091 *Basic Mathematical Skills*

Designed to serve students required to take Mathematics 100, Intermediate Algebra, to satisfy graduation requirements, but who fail to achieve a satisfactory score on a mathematical skill placement test. Transcript (non-degree) credit only. **3 hours.**

MAT 100 *Intermediate Algebra*

Intended to satisfy an intermediate algebra requirement for those students who have not satisfied this requirement with their high school program. Topics include fundamental operations and their use with algebraic quantities, properties of the real numbers, functions, solutions of algebraic equations, Cartesian coordinate system, exponents, and radicals. This course may not be used as a mathematics elective. Prerequisite: satisfactory score on the mathematics proficiency examination or a minimum grade of C in MAT T091. **3 hours.**

MAT 120 *Mathematics for Liberal Arts*

An overview of mathematics for the non-mathematician. Topics include management science, statistics, decision-making, the geometry of size and shape, problem solving, and mathematics for computer science. Emphasis on applications to economic, political, and personal life. Prerequisite: minimum grade of C in MAT 100 or equivalent. **3 hours.**

MAT 121 *Introduction to Probability and Statistics*

Nature and purpose of statistics and its foundations in probability theory, introduction to basic methods and models used in statistics, and discussion of the application and misapplication of statistics in various fields. Prerequisite: minimum grade of C in MAT 100 or equivalent. **3 hours.**

MAT 131 *Mathematical Explorations I*

A study of real number systems which incorporate problem solving, algebraic procedures, reasoning, and communication. Attention is given to connecting mathematics to other areas of learning and to the real world. Prerequisite: satisfactory score on math proficiency exam or minimum grade of C in MAT T091. **3 hours.**

MAT 132 *Mathematical Explorations II*

Studies in data analysis, probability, geometry, and measurement. Attention is given to problem posing

and problem solving in real world settings. Prerequisite: MAT 131. **3 hours.**

MAT 191 *Introduction to Digital Computing Using Pascal*

Course surveys the basic areas of electronic computing, including computer organization, input-output devices, structure and properties of algorithms and programs, flow charting, number systems, and data representation. The primary objective of the course is to teach processes employed in solving problems by computer; Pascal language will be used. Carries a fee. Prerequisite: minimum grade of C in MAT 100 or permission of instructor. (Also listed as CIS 191.) **3 hours.**

MAT 201 *Pre-Calculus*

An exploration of pre-calculus topics. Included are theory of equations; conic sections; polar coordinates; vectors; sequences; and periodic, exponential, and logarithmic functions. Prerequisites: minimum grade of C in MAT 100 or equivalent and permission of Mathematics Department. **3 hours.**

MAT 210 *Calculus I*

Limits and continuity, derivatives and techniques of differentiating algebraic functions, application of the derivative, integration and techniques of integrating algebraic functions, curve tracing, Rolles Theorem, and Theorem of the Mean. Prerequisite: MAT 201 or equivalent. **4 hours.**

MAT 220 *Calculus II*

Differentiation of trigonometric and exponential functions, techniques of integration, application of integration, indeterminate forms, improper integrals, and polar coordinates. Prerequisite: MAT 210. **4 hours.**

MAT 231 *Discrete Mathematics*

A study of the mathematics of information, including logic, algorithms, counting techniques, graphs, and Boolean algebra. Prerequisite: MAT 201. **3 hours.**

MAT 246 *Introduction to Mathematical Computer Programming*

A study of the fundamentals of C++ mathematical programming, using functions from function libraries, control structures, writing functions, and using classes written by programmers. Prerequisite: MAT 210. **3 hours.**

MAT 250 *Linear Algebra*

Introduces and analyzes vector spaces, linear transformations, matrices, determinants, matrix representations of linear mappings, matrices and systems of linear equations, eigenvalues and eigenvectors. Prerequisite: MAT 210. **3 hours.**

MAT 260 *Topics in Mathematics and Applications*

A study of selected topics in mathematics and their applications in contemporary situations. Recent topics: Management Science, Data Analysis, Social Choice. Prerequisite: mathematics program or concentrator or permission of instructor. **1 hour.**

MAT 310 *Intermediate Calculus*

Vectors in two and three dimensions, infinite series, partial differentiation, multiple integration, and introduction to differential equations. Prerequisite: MAT 220 or permission of instructor. **4 hours.**

MAT 311 *Development of Mathematical Thought and Methods*

A brief history of the development of mathematics. Emphasis on the methods of problem-solving employed by mathematicians of various periods and on the application of mathematics to the sciences and the arts. A designated writing process course. Prerequisite: A minimum grade of C in COM 101; MAT 210. **3 hours.**

MAT 321 *Probability (Calculus-Based)*

A calculus-based study of basic theorems in probability, random variables, distribution functions, expected values, binomial distribution, Poisson and normal distribution, and applications to mathematical modeling. Prerequisite: MAT 220. **3 hours.**

MAT 322 *Statistical Inference (Calculus-Based)*

A study of calculus-based sampling distributions, point estimation, interval estimation, testing statistical hypotheses, and applications to mathematical modeling. Prerequisite: MAT 321. **3 hours.**

MAT 341 *Theory of Numbers*

Introduces and analyzes properties of integers and prime numbers, divisibility, the Euclidian algorithm, the Fundamental Theorem of Arithmetic, congruences, continued fractions, theorems of Fermat and Euler, quadratic residues, and Diophantine equations. Prerequisite: MAT 210 and 231. **3 hours.**

MAT 346 *Mathematical Computer Programming II*
A study of data structures in a program, the analysis of algorithms from the perspectives of efficiency and accuracy, and several numerical analysis programs such as bisection method, Simpson's Rule, and Newton Raphson Method. Prerequisites: MAT 210 and 246 or equivalent programming course. Carries a fee. **3 hours.**

MAT 351 *Modern Geometry*
A survey of various sub-geometrics including Euclidean geometry, non-Euclidean geometry, projective geometry and topology. Important achievements and results of each are discussed. Prerequisite: MAT 210 or equivalent. **3 hours.**

MAT 360 *Topics in Mathematics and Applications*
A study of selected topics in mathematics and their applications in contemporary situations. Recent topics: Management Science, Data Analysis, Social Choice. Prerequisites: mathematics program or concentrator, MAT 241 or 250 or permission of instructor. **1 hour.**

MAT 410 *Modern Algebra I*
Introduction to rings, integral domains, fields, groups, subgroups, cyclic groups, cosets, homomorphisms, and isomorphisms. Prerequisites: MAT 241 and 250 or permission of instructor. **3 hours.**

MAT 441 *Numerical Analysis*
A study of calculus-based modern approximation techniques using the computer to solve a variety of advanced mathematical problems with applications to mathematical modeling. Prerequisite: MAT 310. Carries a fee. **3 hours**.

MAT 442 *Mathematical Modeling*
A calculus, computer science, and statistics based introduction to applications of mathematical modeling in the real world. A capstone course. Prerequisites: MAT 246 and MAT 322. **3 hours**.

MUSIC (MUS)

MUS 040 *Applied Music*
Private instruction in piano, voice, organ, brass, woodwinds, strings, percussion instruments, and composition. Open to all students; previous experience on the instrument is not required. Admission subject to the approval of the Music Department Chair. Five and one-half hours of lessons plus repertoire study; three hours of practice per week minimum. Carries a fee. **.5 hour.**

MUS 104 *Trends in Popular Music*
History of "popular" music from the 19th century to the present. Discusses the development, stylistic features, and terminology related to theater music, band music, folk music, blues, jazz, rock, and other genres. Carries a fee. **3 hours.**

MUS 106 *Guided Concert Experiences*
An opportunity to hear fine music in the greater New York area. Class preparation before each of the concerts attended. A class evaluation follows each event. Performances (as tickets are available) include symphony, opera, ballet, chamber music, electronic, and experimental programs. Carries a fee. **3 hours.**

MUS 110 *Experiencing Music*
This course integrates basic elements of music theory including eartraining and sightsinging with the study of music literature. Students develop vocabulary necessary to express thoughts about texture, dynamics, aesthetics, performing styles, and musical genres through exploration of music from the Renaissance, Baroque, Classical, Romantic, and 20th century style periods. Prerequisite: music program or concentrator or permission of the Music Department Chair. **3 hours.**

MUS 140A *Concordia Tour Choir*
Performs choral literature of the 15th-20th centuries, some with instrumental accompaniment. Most performances are off-campus; annual tour. Open to all students. Rehearsals: about 5 hours a week. Prerequisite: audition. Exempt from overload charge. **.5 hour.**

MUS 140B *Concordia Festival Choir*
Performs major choral works with orchestral accompaniment, usually two programs annually. Open to all students, faculty, staff, and area residents. Rehearsals: about 2 hours a week. Prerequisite: audition. Exempt from overload charge. **.25 hour.**

MUS 140C *Concordia Chapel Choir*
Performs sacred choral literature, occasionally with instrumental accompaniment. Most performances are during the daily chapel services. Rehearsals: one rehearsal per week. Prerequisite: audition. Exempt from overload charge. **.25 hour.**

MUS 140E *Concordia Chamber Ensembles*
Encompasses a variety of instrumental groups, including String Quartet, Woodwind Quintet, Brass Choir, Percussion Ensemble, Flute Choir. Performances as workshops or as parts of recitals. Open to all students. Rehearsals: 1 or 2 hours per week. Prerequisite: audition. Exempt from overload charge. .**25 hour.**

MUS 140G *Jazz Workshop*
Jazz standards are used as the basis for exploring techniques of improvisation. Students listen to recorded examples of jazz greats and transcribe solos. Prerequisite: permission of instructor. Exempt from overload charge. .**25 hour.**

MUS 141 *Class Piano I*
Beginning applied study on the piano. Open to all students. Two periods weekly. **1 hour.**

MUS 142 *Class Piano II*
A continuation of Music 141. Applied study on the piano leading to the ability to play simple songs and hymns. Two periods weekly. Prerequisite: MUS 141 or permission of instructor. **1 hour.**

MUS 141G *Class Guitar I*
Beginning applied study of the guitar. Open to all students. One 75-minute period weekly. **1 hour.**

MUS 142G *Class Guitar II*
A continuation of Music 141G. One 75-minute period weekly. Prerequisite: MUS 141G or permission of instructor. **1 hour.**

MUS 206 *American Jazz*
An overview of jazz styles and forms. Analyzes stylistic aspects of jazz greats (Jelly Roll Morton, Louis Armstrong, Duke Ellington, Charlie Parker, among others). Guest artists demonstrate styles. Carries a fee. Recommended prerequisite, but open to others: ability to read bass or treble clef. **3 hours.**

MUS 209 *World Music*
An introduction to the major musical eras, styles, and idioms of the Western and Non-Western cultures, from Middle Ages to present. Emphasis is on listening to music and understanding the cultural aspects, musical instruments, and representative forms and styles of each culture's music. Prerequisite: HUM 100. **3 credits.**

MUS 240 *Applied Music*
Private instruction is offered in piano, voice, organ, brass, woodwinds, strings, percussion instruments, and composition. Open to all students; previous experience on the instrument is not required. Admission subject to the approval of the Music Department Chair. Eleven hours of lessons per semester plus repertoire study; six hours of practice per week minimum. Carries a fee. **1 hour.**

MUS 246 *Voice*
Fundamental instruction in voice for the development of basic vocal techniques with sight reading. Two periods weekly. Prerequisite: MUS 221 or its equivalent. **1 hour.**

MUS 247A *Computer-Assisted Music Publishing/SIBELIUS*
This course introduces the basics of SIBELIUS, a music notation software program. Carries a fee. Prerequisite: permission of instructor. (Also listed as CIS 247A.) **1 hour.**

MUS 247B *Introduction to Multi-Track Sequencing*
This course introduces the basics of MIDI and multi-track sequencing. Carries a fee. Prerequisite: permission of instructor. (Also listed as CIS 247B.) **1 hour.**

MUS 281 *Theory of Popular Music I*
A primer in the theory underlying popular music, including classic songs, rock, r&b, and hip-hop, with an emphasis on chord structures, form, and melodic theory, taught with a combination of writing exercise and analyses. Prerequisite: Ability to read music or permission of instructor. **3 hours.**

MUS 282 *Theory of Popular Music II*
Further study in the theory underlying popular music, focusing on more complex chords and structures, in particular, the chords used in jazz and related styles. Taught with a combination of writing exercises and analyses. Prerequisite: MUS 281 or permission of instructor. **3 hours.**

MUS 301 *History and Literature of Music I*
A study of the development of music in Western civilization, ancient music and monody, polyphonic techniques from 800-1600, and instrumental and vocal music to 1750. Masterpieces exemplify the styles and forms. Prerequisite: MUS 221 or permission of department chair. Writing intensive. **2 credits.**

MUS 302 *History and Literature of Music II*
A study of the development of music in Western civilization from 1750 to the present. Masterpieces exemplify the styles and forms. Prerequisite: MUS 221 or permission of department chair. **2 credits.**

MUS 313 *Songwriting*
A study of the art of songwriting, including standard song forms, the creation of melodies and melodic hooks, finding song topics, and writing and editing lyrics. Prerequisite: MUS 281. **1-3 hours.**

MUS 324 *Conducting*
The study of organizational procedures, standard methods of conveying musical information (rhythm, dynamics, and interpretation), and rehearsal techniques for both instrumental and vocal ensembles. Students rehearse a performing group and conduct in a public performance to demonstrate competence. Prerequisite: MUS 221**. 2 credits**.

MUS 331 *Studies in Church Music*
Studies in church music, historical and applied. Sample topics include Handbells, Fundamentals of Ringing, The Purchase of the Church Organ (Organ History and Design), the English Choral Tradition. Contact department chair or registrar for current offerings. **1-3 credits**.

MUS 332D *Studies in Music Education: Folksong of the Americas*
An exploration of folksong literature as it reflects the heritage of diverse cultures. Emphasis on teaching the music of Hispanic-Americans, Afro-Americans, and Native Americans. **1 hour.**

MUS 333A *General Studies in Music: American Musical Theater*
A study of the origins, development, and maturation of American Musical Theater from 1866. Focus on particular facets of Broadway's history such as early forerunners of the musical, landmark productions, the impact of rock music, the current state of the musical and its future, as well as social and political trends that have influenced musical theater throughout its history. Carries a fee. **3 hours.**

MUS 334 *Topics in Music Theory*
An umbrella course which offers courses on various subjects related to Music Theory. Course offerings include Counterpoint, Advanced Analysis, Form, and Composition. Prerequisite: Completion or Concurrent enrollment in MUS 221, or 222 or by permission of instructor. **1-2 credits.**

MUS 347 *Studio Production Techniques*
An overview of software and techniques used to create music on computers, including study of software for sequencing, making loops, synthesizing and manipulating sounds, creating beats, and making scores. Carries a fee. **3 hours.**

MUS 360 *Topics in Music History and Literature*
Topics of selected composers, genres, works, style periods, and forms. Prerequisite: Junior music program or concentrator or permission of instructor. Carries a fee. **1 credit.**

MUS 380 *Topics in Popular Music*
Study of selected performers, genres, works, forms, and style periods. Examples of topics include an overview of American musical theater, the music of the Beatles, a history of jazz, a comparison of elements of classical and popular music, and the music of film. A designated writing process course. Prerequisite: A minimum grade of C in COM 101. Other prerequisites vary with topic. **1-3 hours**. May be repeated for credit.

MUS 442 *Senior Lecture Recital*
A capstone course which will involve students performing music in a recital based on primary applied music study. This course would include historical and theoretical study of the music chosen by student under the supervision of applied music teacher or other music faculty and will result in a Lecture-Recital. Prerequisite: MUS 221 and 301. **3 credits.**

MUS 443 *Senior Conducting Recital*
A capstone course which will involve students performing music in a recital based on their conducting studies. This course will include historical and theoretical study of the music chosen by students under the supervision of Director of Choral Activities or other music faculty. The final result will be a Choral Concert with detailed program notes. Prerequisite: MUS 221 and 301. **3 credits.**

MUS 481 *Senior Seminar in Popular Music*
This course is the culminating experience for students in the music area of the Liberal Studies Program, in which students work on projects related to courses previously taken in music. Each student will make a significant presentation on an individual project undertaken during the course. The project must relate music to at least one other area of study. As the course begins, each student will develop a proposal for the project. Consulting with the instructor, the student then refines the proposal until the instructor approves of the content, nature, and scope of the project. During the course, students will meet as a seminar to discuss progress on their projects, offering and receiving feedback from the instructor and from one another. A capstone course. Prerequisite: Permission of instructor. **3-6 hours** (depending on scope of project).

Concordia Conservatory
The Concordia Conservatory is a community music school operating on the campus of Concordia College. It offers non-credit musical instruction and development for individuals from pre-school age to adults. Professional instruction is available for all instruments, voice theory, and music history. Further information may be obtained from the Concordia Conservatory, (914) 395-4507.

NEW MEDIA (NMC)

NMC 231 *Introduction to Production*
The course covers the basics of shooting and editing and explores digital video as a creative tool. Topics include production approaches, location shooting, studio production, lighting, sound, and editing. Students gain critical skills and theoretical knowledge through viewing and discussing key films and writings. Students make their own three to five minute movie on digital video. Carries a fee. Prerequisite: COM 100 or permission of instructor. **3 hours.**

NMC 232 *Introduction to New Media*
This course explores the computer as a production tool and art form. Students learn digital design concepts and create short projects in new media, including digital photography, DVD, and the web. Students gain basic competency in key digital applications and become familiar with the culture of emerging media. New media works are demonstrated, screened, and discussed. Carries a fee. Prerequisite: C or better in COM 100 or permission of the instructor. **3 hours.**

NMC 233 *Documentary Production*
In this course, students produce short documentary movies, guided through the phases of research, preproduction, production, and post-production. Students work individually or in groups. They learn to develop their own concept, research a subject, interview subjects, and create a visual and conceptual coherence. Skills in location scouting, lighting, shooting digital video, recording sound, and editing are taught. The course also presents an historical survey of the documentary film addressing critical, theoretical, and ethical concerns in the production of the non-fiction film. Carries a fee. Prerequisite: COM 101 or permission of the instructor. **3 hours.**

NMC 331 *New Media, Art, and Culture*
This course is a study of the relationship between new media and culture. Students examine new media in relationship to art, commerce, technology, and culture at large, and focus on emerging trends in new media. This is a designated Writing Process course. Carries a fee. Prerequisite: C or better in COM 101, a minimum of one 200 level New Media course or permission of the instructor. **3 hours**.

NMC 332 *Interactive Multimedia*
In this course each student will plan and produce an interactive media project. Building on digital design concepts learned in Introduction to New Media, the student will receive basic instruction in concepts of interactive design. The course will survey the potential of interactive media including animation, websites, and digital video disc, and explore the potential of interactive media as a creative expressive tool. Carries a fee. Prerequisite: NMC 231 and NMC 232. **3 hours**.

NMC 341 *Real World: The Business of New Media*
Survey of the wide spectrum of the global new media industry, from television and radio to the internet, cell phones, and newly-emerging forms. Through screenings and readings, work will be analyzed and contexts explored. Guest speakers will include industry professionals. Prerequisite: COM 100 or permission of the instructor. **3 hours**.

NMC 431 *Advanced Projects*
This course allows students to pursue independent projects. Students will meet with the instructor to design and create projects that advance their skills in any area of New Media production. The class will meet to view and discuss important new media work and critical writings, as well present works-in-progress. Carries a fee. Prerequisite: NMC 231, NMC 232 and permission of the instructor. **1-4 hours**. May be repeated for up to 8 hours.

NMC 491 *Capstone in New Media*
Student-initiated project in an area covered by the New Media area of study, including digital video production, multimedia production, or critical studies. Carries a fee. A capstone course. Prerequisite: NMC 231, NMC 232, NMC 233 and permission of the instructor. **3-6 hours**.

NURSING (NUR)

NUR 311 *Critical Thinking in the Clinical Management of Patients*
This foundational course will focus on decision making in the clinical setting based on core nursing knowledge and basic nursing skills. Students will learn application of the nursing process to the management of basic human needs. This first clinical course will utilize both simulated and actual client situations. Carries a fee. **8 hours.**

NUR 312 *Health Assessment*
This course provides students with the theoretical knowledge and clinical skill necessary for comprehensive and systematic collection of subjective and objective patient data. Students will learn to develop a database through collection of a health history and performance of a physical assessment. The emphasis of this course is on the differentiation between normal and abnormal findings. This course includes a laboratory experience which will provide the students with the opportunity to refine clinical assessment skills and synthesize the components of the health history and physical assessment findings. **3 hours**.

NUR 313 *Acute Care of the Adult and Aging Patient*
This course focuses on the development of theoretical knowledge and clinical skills involved in nursing care of the adult patient. Concepts which address prevention, health promotion, disease management, and therapeutic interventions for adults will be addressed. Health issues and disease processes commonly experienced by individuals and their families in the adult years will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of adults within the context of their families and community. Carries a fee. Prerequisites: NUR 311, 312 and 321. **8 hours.**

NUR 321 *Pathophysiology*
This course explores concepts in pathophysiology and their use in implementation of the nursing process. Common pathophysiologic processes are discussed in conjunction with recent research. The interrelationships between clinical pathophysiology and basic physiology and genetics are emphasized. **3 hours.**

NUR 322 *Pharmacophysiology*
This course is designed to provide students with an overview of the pharmacologic treatment of pathology. General principles of pharmacology, pharmacokinetics, and pharmacodynamics will be covered. Major classification of drugs used therapeutically will be presented. Pharmacologic agents used in the treatment of major physiologic systems will be discussed. Utilizing a prototype drug approach, this course will emphasize comprehension over memorization. **3 hours.**

NUR 331 *Prevention, Health Promotion, and Risk Reduction*

This course focuses on national goals for the promotion of health, the prevention of disease, and the maintenance of health. Issues of chronicity and management of chronic illness within a context of health will be explored. National initiatives such as Healthy People 2010, the Institute of Medicine's quality initiatives, and health/illness projections for the 21st century will be examined for their implications on the health of individuals and the nation. Students will explore their own values and beliefs about health and illness. **2 hours.**

NUR 341 *Contemporary Issues in Nursing*

This course is designed to introduce the student to the professional nursing role through the critical examination of current trends and issues influencing nursing care delivery. Legal, ethical, local, and global health care issues will be discussed and analyzed. Current issues affecting the health care of Americans and implications for professional nursing will be evaluated. **2 hours.**

NUR 342 *Spiritual and Cultural Competence in Nursing Care Delivery*

This seminar course introduces students to frameworks designed to develop cultural and spiritual competencies in managing patients. The course will focus on the development of skills to identify and deal with a diversity of cultures and approaches to spirituality encountered in the delivery of nursing care. **3 hours.**

NUR 411 *Nursing Care of Women and the Childbearing Family*

This course focuses on the development of theoretical knowledge and clinical skills involved in the continuum of nursing care of women and the family from pre-conception, through pregnancy, delivery, post-partum, and neonatal periods. Concepts which address prevention, health promotion, disease management, and therapeutic interventions for women and the childbearing family will be addressed. Health issues and disease processes commonly experienced by women and the childbearing family will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of women and the childbearing family and their communities. Carries a fee. Prerequisite NUR 313, 322, 331, 341 and 342. **4 hours.**

NUR 412 *Nursing Care of Children*

This course focuses on the development of theoretical knowledge and clinical skills involved in managing the health care of children in acute care and community environments. Concepts which address prevention, health promotion, disease management, and therapeutic interventions for children will be addressed. Health issues and disease processes commonly experienced by children will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of children and their families within the context of their communities. Prerequisite NUR 313, 322, 331, 341 and 342. **4 hours.**

NUR 413 *Psychiatric Mental Health Nursing*

This course focuses on needs/problems of individuals/families with a focus on assisting them to promote, maintain, restore, and promote mental health and well-being. Psychological alterations in health, which affect individual/families, are discussed. Clinical practice experiences are provided in both outpatient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care. Prerequisite NUR 313, 322, 331, 341 and 342. **3 hours.**

NUR 414 *Nursing Care of Aggregate Populations*

This course focuses on the development of theoretical knowledge and clinical skills involved in nursing care of the patients in their communities. A population focus is used to address the needs of aggregates. The role of the nurse in caring for the community as patient will be emphasized. Clinical experiences are provided in a variety of community health settings. Carries a fee. Prerequisite NUR 313, 322, 331, 341 and 342. **3 hours.**

NUR 431 *Research, Theory, and Evidence Basis for Nursing Care*

This course focuses on the theoretical and research foundations of nursing care. Research methodologies and theories from nursing and other disciplines will be used to demonstrate the basis for nursing care and the creation of nursing knowledge. Students will be introduced to the process of scientific

inquiry in nursing and nursing theory development. Current nursing research will be discussed in relation to key theories explaining phenomena relevant to nursing practice. Critical analysis of published research studies with regard to implications for clinical practice. Prerequisites: NUR 313, 331 and 341. **3 hours.**

NUR 451 *Nursing Leadership*

This course focuses on the development of professional nursing leadership skills. Theories of leadership, management, change, and delegation will be reviewed and applied to nursing and health systems. Students will explore the influence of culture, gender, age, and other variables on leadership styles. Emphasis will be placed on concepts of collaboration, the interdisciplinary nature of the health care team, and case management. Prerequisite NUR 313, 321, 322, 331, 341 and 342. **3 hours.**

NUR 452 *Transition to the Professional Nursing Role*

This capstone clinical course focuses on the integration and application of theory, research, evidence, critical thinking, and psychomotor skills in a mentored practicum. Students will have the opportunity to synthesize the roles and functions of the professional registered nurse. Professional registered nurse preceptors and faculty mentors guide the student through this four week intensive clinical immersion experience. Prerequisite: NUR 451. **3 hours**.

PHILOSOPHY (PHI)

PHI 101 *Introduction to Philosophy*

A study of humanity's enduring questions, examined in historical context, concerning what is genuinely real, true, and of value, with special attention to the language and methods of philosophical inquiry. **3 hours.**

PHI 201 *Ethics*

A philosophical approach to the problems of ethics, including a study of several classical ethical theories, an examination of key problems in ethics and of the meaning of central ethical terms, and a concerted effort to apply philosophical ethical principles to contemporary moral issues. Prerequisite: PHI 101. **3 hours.**

PHI 211 *Bioethics*

Explores contemporary ethical issues in health care, especially but not exclusively as these arise in the field of nursing; develops linkages between those issues and philosophical theories of decision-making in ethics; and addresses the role of individual beliefs, attitudes, and values in responding to and resolving bioethical issues. Prerequisite: PHI 101. **3 hours.**

PHI 221 *Philosophy and History of Education*

A study, in historical context, of the assumptions and premises that underlie the practice of education particularly in the United States. The application and relevance of these premises are examined in light of a range of current educational issues. Prerequisite: teacher education program member or permission of instructor. **3 hours.**

PHI 241 *Logic*

This course will teach systematic methods for identifying arguments and evaluating their validity. Topics covered will include formal deductive logic, informal inductive logic, and common logical fallacies. **3 hours.**

PHI 301 *Philosophy of Religion*

A study of the philosophical issues raised by consideration of the nature of religion, religious experience, religious language, and God. Special attention to the relationship of these issues to Christianity. Prerequisites: REL 100, 117, or equivalent and PHI 101, or permission of instructor. **3 hours.**

PHI 311 *Philosophy of the Social Sciences*

Course explores dominant philosophical approaches to understanding the social sciences, the relation of the social and natural sciences (with particular emphasis on sociobiology), and ethical issues in the practice of social sciences research. Carries a fee. Prerequisites: A minimum grade of C in COM 101, junior standing, PHI 101, and either PSY 181 or SOC 151. (Also listed as PSY 311 and SOC 311.) A designated writing process course. **3 hours.**

PHI 322 *Philosophy of Early Childhood Education: Theory and Practice*

This course examines the history and philosophy of education and relates it to the current theory and practice of early childhood education. Prerequisite: Teacher education program member/candidate or permission of the instructor. **3 hours.**

PHI 360 *Issues in Contemporary Philosophy*

This course will focus on a single issue in contemporary philosophy. The issue can vary each semester, so the course is repeatable (as long as the issue is different each time). Representative issues may include but are not limited to, Moral Relativism vs. Moral Absolutism; Realism vs. Anti-Realism; Free Will vs. Determinism; The Mind/Body Problem; God, Morality, and Natural Selection. Prerequisites: Minimum grade of C in COM 100, COM 101, PHI 101, and PHI 241. **3 hours.**

PHI 370 *Figures in Philosophy*

The course will focus on the works of a single philosopher. The philosopher can vary each semester, so the course is repeatable (as long as the philosopher is different each time). Representative figures may include, but are not limited to, Plato, Aristotle, Descartes, Hume, Kant, Nietzsche, Wittgenstein. Prerequisites: Minimum grade of C in COM 100, COM 101, PHI 101, and PHI 241. **3 hours.**

PHI 481 *Philosophy Capstone Project*

This is the capstone project for the area of study in Philosophy in the Liberal Studies Program. It is also a designated writing process course. Prerequisites: PHI 360 or PHI 370. **3 hours.**

PHYSICAL EDUCATION (PED)

PED 103 *Fitness and Wellness*

Designed to acquaint the student with the basic knowledge, understandings, and values of physical education as it relates to fitness, physiology, and a healthy lifestyle. The course gives students an opportunity to create an exercise program suited to their needs or research a health related topic. Carries a fee. Two hours per week; one lecture and one lab. **2 hours.**

PED 219 *Weight Training*

A study of principles, techniques, and practices involved in weight-lifting. Emphasis on developing and carrying out a personal weight training program. Two hours per week for one-half semester. Carries a fee. **.5 hour.**

PED 220 *Self Defense: Karate*

A course designed to give the student a basic knowledge of karate and develop the fundamental skills of blocking, kicking, and punching. Two hours per week for one semester. Carries a fee. (Offered alternate years.) **.5 hour.**

PED 221 *Basketball*

A study of basic skills, techniques, strategies, rules, and regulations of basketball for the beginner. May not be taken by student who has had varsity experience. Two hours per week for one-half semester. Carries a fee. **.5 hour.**

PED 225 *Beginning Tennis*

Instruction in the ground strokes, volley, and serve with emphasis on consistency and proper execution. Simple game strategies, rules of the game, and court etiquette also covered. Two hours per week for one-half semester. Carries a fee. **.5 hour.**

PED 226 *Racquetball*

Basic skills, techniques, strategies, rules, and regulations of racquetball for the beginner. Two hours per week for one-half semester. Carries a fee. **.5 hour.**

PED 236 *Archery*

A study and practice of the skills and terminology used in target archery. Two hours per week for one-half semester. Carries a fee. **.5 hour.**

PED 242 *Camping*

Knowledge, appreciation, and skills connected with the use of the outdoors for camping pleasure. Offered spring only. At least one weekend camping trip required. Two hours per week for one-half semester. Carries a fee. (Offered alternate years.) **.5 hour.**

PED 243 *Volleyball*

A study of basic skills, techniques, and strategies used in volleyball. Emphasis on skill execution. Two hours per week for one-half semester. Carries a fee. **.5 hour.**

PED 244 *Survey of Dance I*

Knowledge, appreciation, and skill in the performance of a variety of folk, square, and social dances. Two hours per week for one-half semester. Carries a fee. (Offered alternate years.) **.5 hour.**

PED 245 *Badminton*
Designed to introduce students to the history of badminton and basic skills in the short service game. Simple game strategies will be discussed for both singles and doubles play. The class will concentrate on doubles matches and tournaments. Two hours per week for one-half semester. Carries a fee. **.5 hour.**

PED 246 *Beginning Golf*
A study of the skills, techniques, strategies, and etiquette of golf. A round of golf on a par 3 course plus practice at a driving range required. Two hours per week for one-half semester. Carries a fee. **.5 hour.**

PED 247 *Fitness and Dance*
An aerobic experience allowing students the opportunity to gain cardiovascular benefits while experiencing the enjoyment of dance and exercise to music. Two hours per week for one-half semester. Carries a fee. **.5 hour.**

PED 248 *First Aid and Cardiopulmonary Resuscitation*
Instruction in the basic skills and knowledge necessary for immediate care and temporary treatment given a victim of an accident or sudden illness until professional medical help can be obtained. Two hours per week for one semester. Carries a fee. (Offered alternate years.) **.5 hour.**

PED 265 *Intermediate Tennis*
The course consists of refinement of the ground strokes and serve, plus learning the lob, volley, and overhead smash. Prerequisites: PED 225, Beginning Tennis, and/or passing skill test. Two periods per week for one-half semester. Carries a fee. **.5 hour.**

PED 271 *Bowling*
A study of the skills, techniques, strategy, and etiquette used in bowling. Fee to cover cost of lane rental and transportation. Double period once a week for one-half semester. (Offered if faculty is available.) **.5 hour.**

PED 273 *Jogging*
An introduction to jogging as an aerobic program. Students will develop and pursue individualized programs. Two hours per week for one-half semester. Carries a fee. **.5 hour.**

PED 274 *Squash*
A study of skills, rules, and etiquette of squash. Two hours per week for one-half semester. Carries a fee. **.5 hour.**

The following courses may <u>not</u> be used to satisfy the physical education requirement in **The Concordia Distinctive.**

PED 280 *Philosophy, Principles, and Organization of Athletics in Education*
The course will examine the basic philosophy and principles of interscholastic athletics as part of physical education. State, local, and national policies and regulations related to athletics will be discussed. Other topics considered will be legal issues, the function and organization of leagues and athletic associations in New York State, personal standards for the coach as educational leader, public relations, safety procedures, principles of school budgets, record keeping, purchasing, and facility usage. Required for New York State coaching certification. **3 hours.**

PED 281 *Health Sciences Applied to Coaching*
Training in American Red Cross First Aid as well as care and prevention of athletic injuries, scientific basis of movement, human growth and development, training and conditioning of athletes. Required for New York State coaching certification. **3 hours.**

PED 282 *Theory and Techniques of Coaching*
The course will include an introductory phase in which the basic concepts common to all sports will be discussed. Topics will include a history of interschool athletics in New York State, objectives, rules, regulations, and policies of athletics, as well as performance skills. Technical information and organization and management practices will also be among the topics covered. The special training and conditioning of athletes in specific sports, the fitting of equipment, specific safety precautions, and officiating methods will also be examined. Observation of coaches will be required as fieldwork. Prerequisite: PED 280. Required for New York State coaching certification. **3 hours**.

PED 283 *Sport in Society*
This course is an opportunity for students to gain an understanding and knowledge of sport in soci-

ety. Discussion on how sport developed, its social and cultural relationships between structure, variety, and extent of sports activity and other institutional sectors in society, i.e., family, economy, and government. Carries a fee. Recommended but not required for New York State coaching certification. **2 hours.**

PHYSICS (PHY)

PHY 120 *Concepts in Physics*
A study of the physics that lies behind the everyday world and undergirds modern technology. Particular principles include the structure of the atom and wave phenomena, as well as the mechanics of motion. Emphasis on an understanding of the basic physical principles and how they relate to everyday phenomena. Extensive use of both demonstrations and "hands on" experiences. **3 hours.**

PHY 202 *Introduction to Astronomy*
(See ESC 202) **3 hours.**

PHY 211 *Theory of Physics I*
The first semester in a two-semester sequence treating the laws and principles of classical and modern physics. Attention to the history and development of the physical laws as well as to significant applications. Topics include the nature and philosophy of science, measurement and analysis of data, classical and relativistic mechanics, heat, and thermodynamics. Three hours lecture and three hours laboratory per week. Carries a fee. Prerequisite: MAT 100 or equivalent. **4 hours.**

PHY 212 *Theory of Physics II*
A continuation of Physics 211. Topics treated are light and wave motion, electricity and magnetism, and the structure of the atom. Three hours lecture and three hours laboratory per week. Carries a fee. Prerequisite: PHY 211. **4 hours.**

POLITICAL SCIENCE (POL)

POL 271 *American Government*
A study of the theories of government basic to an understanding of the American Constitution. A detailed study of federal, state, and local governments and of the duties, privileges, and problems of citizenship. **3 hours.**

POL 272 *International Politics*
This course explores the current dynamics of world politics today. How do individuals, organizations, and nation-states interact in the global arena? In an age of war and terror, and rapid technological and economic change, how do various entities assert their interests, ideas, and values? Is there a way to balance the realities of international survival and stability with the ideals of peace and justice for all? (Also listed as INS 272.) **3 hours.**

POL 282 *Constitutional Law*
A capsule study of the origin and development of the Constitution with emphasis on both historical value and present-day application. Topics include judicial review, due process, equal protection laws, and civil liberties. Offered every other year. Prerequisite: ENG 101/COM 100. (Also listed as BUS 282.) **3 hours.**

POL 317 *American Presidency*
(See HIS 317.) **3 hours.**

PSYCHOLOGY (PSY)

PSY 181 *General Psychology*
An introductory survey of the major theories, methods, and findings of modern psychology. Topics include the nature of science and its applications, health psychology, sensation and perception, sexuality, human development, personality and psychological disorders. **3 hours.**

PSY 271 *Life Span Developmental Psychology*
The course examines characteristics of human development throughout life: the stages of life from conception through childhood, adolescence, adulthood, old age, and death. For each stage, the physical, cognitive, and social-emotional components of development are explored. This course may not be applied to behavioral sciences or education programs. Prerequisite: PSY 181 or permission of instructor. This course cannot be taken for credit if credit has already been earned for PSY 281 or 291. **3 hours.**

PSY 281 *Developmental Psychology I*
A study of child development from the prenatal period to pubescence. Behavior in the context of the family and society in general as well as in the formal classroom setting. Guided study of individual children with observation, recording, and interpretation of behavior. Prerequisite: PSY 181. This course cannot be taken for credit if credit has already been earned for PSY 271. **3 hours.**

PSY 282 *Developmental Applications: Birth to Age Eight*
Building upon the student's knowledge of child development, this course will identify and explore theories and practices associated with physical, cognitive, psychosocial, cultural, and spiritual development in children from birth to age eight. Prerequisite: EDU 120 and PSY 181. **3 hours.**

PSY 291 *Developmental Psychology II*
A study of human development from puberty through adulthood. Consideration of problems and adjustment patterns in the contexts of family, peer group, school, work, and society. Guided study of the various developmental theories and their implications in adolescent and adult life. Prerequisite: PSY 281 or permission of instructor. This course cannot be taken for credit if credit has already been earned for PSY 271. **3 hours.**

PSY 294 *Psychology of Exceptional Children and Adolescents*
(See EDU 294.) **3 hours.**

PSY 311 *Philosophy of the Social Sciences*
(See PHI 311.) **3 hours.**

PSY 371 *Educational Psychology*
(See EDU 371.) **3 hours.**

PSY 382 *Social Psychology*
(See SOC 382.) **3 hours.**

PSY 385 *Abnormal Psychology*
Mental disorders in children, adolescents, and adults; theories and research as to causes; principles, methods, and resources available for therapy. Prerequisite: PSY 181. **3 hours.**

PSY 420 *Methods of Social Research*
(See SOC 420.) **3 hours**.

PSY 452 *Senior Seminar in Psychology*
Students will accomplish a significant piece of independent scholarship and research. The course will emphasize the application of theory and methods as well as the further development of individualized graduation plans and portfolios. A capstone course. Open only to seniors. Prerequisite: SOC 420 or permission of the instructor. **3 hours.**

PSY 481 *Counseling Psychology*
An introduction to the theories and techniques utilized by contemporary counselors. The course includes considerations of the philosophical assumptions, historical forerunners, and cultural context of counseling. Critical comparisons between classical conceptions of spiritual fulfillment and modern notions of psychological freedom will be an integral part of the course. Prerequisite: junior or senior standing or permission of the instructor. **3 hours.**

PSY 483 *Theories of Personality*
A study of the varieties of personality theories and theorists, from humanistic and existential to psychodynamic, social, biological, and environmental approaches to personality. Prerequisite: PSY 181. **3 hours.**

RELIGION (REL)

REL 100 *Scripture and Faith in Context I (Old Testament)*
An introduction to the literature, history, and messages of the Old Testament from creation through the Persian period (333 B.C.). To locate and illumine the Old Testament contextually, students will also examine the surrounding religions, literature, and history of the ancient Near East as well as some more distant, major religions and philosophies from India, China, and Greece. **3 hours.**

REL 111 *The Narrative of Sacred Scripture*
An introduction to the narrative of the Old and New Testaments, with particular emphasis on the faith and life of the covenant people of the Old Testament, and the basic content of the canonical gospels, the book of Acts, and the epistles. **3 hours.**

REL 115 *The Literature and History of the Old Testament*

The faith and life of the covenant people of the Old Testament, as influenced by social, cultural, economic, and political factors. This course cannot be taken for credit if credit has already been earned for REL 117. **3 hours.**

REL 117 *Old Testament: Creation to Restoration*

An examination of the literature, history, and theology of God's covenant people in the Pentateuch and historical books of the Old Testament. The course will focus on the biblical texts, contexts, interpretations, messages, fulfillments in the New Testament, and possible applications for today. **3 hours.**

REL 120 *The Literature and History of the New Testament*

The life and teachings of Jesus Christ and the origins, growth, and progression of the Christian message within the Apostolic Church and the society of the first century in the Christian era. **3 hours.**

REL 200 *Scripture and Faith in Context II (New Testament)*

An introduction to the texts, history, and messages of the Intertestamental, New Testament, and selected Patristic literature from the Hellenistic era (333 B.C.) through the Council of Nicea (A.D. 325). To locate and illumine these writings contextually, students will also examine the surrounding texts, history, culture, art, and religions of the Greco-Roman World. Prerequisite: REL 100, COM 100, and sophomore standing. **3 hours.**

REL 212 *Old Testament: Poets and Prophets*

An examination of the literature, history, and theology of God's covenant people in the poetical and prophetic books of the Old Testament. The course will focus on the biblical texts, contexts, interpretations, messages, fulfillments in the New Testament, and possible applications for today. Prerequisite: REL 115 or 117. **3 hours.**

REL 234 *The Christian Faith*

A systemized study of the chief teachings of the Christian faith as presented in the Holy Scriptures and confessed in the Lutheran church. **3 hours.**

REL 241 *Religion and Practice I*

Preparation and presentation of a Biblically based sermon and worship service. The exegetical work to prepare a sermon and then outlining, rough draft, and final draft. The understanding of Lutheran Worship leading to the formation and presentation of a worship service. Prerequisite: admission to the Mission Training Center program. **3 hours.**

REL 242 *Religion and Practice II*

A systemized study of three important areas of ministry: spiritual formation and development within the life cycle, congregational pastoral care, and small group ministry. Prerequisite: admission to the Mission Training Center program. **3 hours.**

REL 252 *World Religions*

A survey of the origin and central teachings of the major Eastern and Near-Eastern religions. Special emphasis given to their worldview and their unique literature and culture. **3 hours.**

REL 300 *Scripture and Faith in Context III (Church History)*

An introduction to the literature, history, and major doctrinal issues of the Christian Church from after the Council of Nicea (325 A.D.) to the present day. To situate and shed light on the major issues, teachings, and events of the Church contextually, students will also examine some of the prominent religious and philosophical movements that arose around the world during this time. Prerequisite: REL 100, REL 200, COM 100, COM 101, and Junior Standing. **3 hours.**

REL 305 *Liturgy and Hymnody*
This course will explore the development and components of the Divine Service and the daily offices of Western Christendom, as well as the background, style, and use of hymns in liturgical worship. Prerequisite: REL 200. **3 hours.**

REL 306 *Christian Worship*
A study of corporate worship, its theology, primary Western liturgies, the church calendar and lectionary, and current practices. Prerequisite: one religion course in the New Testament. **3 hours.**

REL 311 *Readings in the History of Christian Thought*
Readings of selected seminal, formative Christian texts from the Patristic, Medieval, reformation, and Post-Modern eras, respectively, including works by Augustine of Hippo, Athanasius, Thomas Aquinas, Martin Luther, Dietrich Bonhoeffer, and John Paul II. Prerequisite: REL 200. **3 hours.**

REL 323 *Theology and Modern Literature*
A literary and theological study of selected works that have intrinsic literary value and that deal with significant theological issues in categories such as the novel, the best seller, science fiction, existentialism, non-Western religion, children's literature, drama, the musical, and the poem. Prerequisites: ENG 102/ COM 101. **3 hours.**

REL 325 *The Era of the Reformation*
(See HIS 325.) **3 hours.**

REL 331 *Issues in the Old Testament*
This course will examine some of the major issues that have arisen in Old Testament study since the emergence of modern biblical criticism in the early 19th century. Prerequisite: COM 101 and REL 100. **3 hours.**

REL 332 *Issues in the New Testament*
This course will examine some of the major issues that have arisen in New Testament studies since the emergence of modern biblical criticism in the early 19th century; it may include patristic hermeneutical approaches. A designated writing course. Prerequisite: A minimum grade of C in COM 101 and REL 200. **3 hours.**

REL 333 *Issues in Modern Theology*
An examination of the major theologians and philosophers who have shaped theology from the 17th century Enlightenment to present day postmodernism. Particular attention will be paid to the issue of hermeneutics as it pertains to interpretation of the Scriptures and world view in modern theology. The course considers alternative theological movements and thought, especially emerging metacritical views. Prerequisite: REL 300. **3 hours**.

REL 334 *Lutheran Theology*
This course offers students a focused, in-depth study of selected portions of the Book of Concord as well as supplemental material from Lutheran theological teaching. It will promote scholarly research and writing skills. Prerequisite: REL 300. **3 hours.**

REL 351 *Religion in America*
An historical analysis of Judaism, Roman Catholicism, Eastern Orthodoxy, and diverse forms of Protestantism in American culture. Indigenous communities and utopian enterprises will also be examined. Special attention is given to American Lutheranism. Also listed as HIS 351. **3 hours.**

REL 353 *Church History: Apostolic Age to 20th Century*
Major personalities, movements, and doctrines in the history of Christendom from the Apostolic Age to the present. Emphasis on ecumenical reconciliation. (Also listed as HIS 353.) **3 hours.**

REL 401 *Religion Capstone*
This course offers students a focused, cumulative learning experience in the area of religion with an emphasis on developing scholarly research and writing skills. A capstone course. Prerequisite: Successful completion of REL 333 or permission of the instructor. **3 hours**.

SCIENCE (SCI)

SCI 100 *Science in Context*
This course presents scientific threads in selected scientific case studies. These threads include scientific activities, concepts, the nature of the scientific enterprise, and bioethical implications. Three case studies are examined in each offering of the course. **3 hours.**

SIGN LANGUAGE (SLA)

SLA 101 & 102 *American Sign Language I & II*
Beginning-level instruction in American sign language used to communicate with hearing-impaired persons. Designed especially for teachers, but others are welcome. Field trips. Prerequisite for SLA 102: minimum grade of C in SLA 101. **3 hours** each.

SLA 201 & 202 *Intermediate American Sign Language I & II*
Continuation of development of communication skills in American sign language beyond the elementary level. Prerequisite for SLA 201: SLA 102. Prerequisite for SLA 202: SLA 201. **2 hours** each.

SOCIAL SCIENCE (SSC)

SSC 100 *The Human Challenge: A History of World Civilizations*
(See HIS 100.) **3 hours.**

SSC 285 *Human Sexuality*
(See BIO 285.) **3 hours.**

SOCIAL WORK (SWK)

SWK 110 *Human Needs/ Societal Responses*
Focuses on the development and role of social work and other human service professionals. Issues of human diversity such as substance abuse, family violence, homelessness, and mental illness are discussed from a foundation that emphasizes personal values, basic human needs, and professionalism. Not required of Social Work students. (Also listed as SOC 110.) **3 hours.**

SWK 241 *Violence in the Family*
Violence in the family creates major physical and mental health problems. Violence reaches all levels of society, and the impact is felt throughout the family system. Emphasis on the psychological, physical, emotional, and social implications; resources for intervention; methods of communication and roles in responding to family violence. Carries a fee for the Child Abuse Identification and Reporting Certification embedded in the course. Prerequisite: PSY 181 or SOC 151 or SWK/SOC 110 or permission of instructor. (Also listed as SOC 241.) **3 hours.**

SWK 248 *Composing Case Notes*
This course will provide an overview of correct documentation formats for case records and records for agency filing using a word processing program on a personal computer. Prerequisites: junior standing, and CIS 241A or word processing competency. (Also listed as CIS 248.) **1 hour.**

SWK 255 *Social Problems: Poverty and Discrimination*
This course will examine social problems facing humankind from an economic perspective. The analysis of diverse social problems will be informed by economic theories and sociological analyses. Theories related to the operation of the labor market will also be used in the analysis of the nature, consequences and causes of poverty and discrimination. Economics is connected to all social institutions no matter the societal structure; this includes education, health care, religion, politics, bureaucracies and families. Prerequisite: SOC 151. (Also listed as SOC 255.) **3 hours.**

SWK 256 *Marriages and Families in a Changing World*

This course examines the changes, major trends, and challenges facing families and marriages, as well as the issues faced by persons engaged in other forms of intimate relationships. Families and marriages will be studied as dynamic systems, social organizations, and institutions. The course will explore classic, modern, and contemporary marriage and the changing nature of family patterns and marriages in the United States, and will draw reference to other countries and cultural groups. Areas of study include an historical perspective of marriage and family, socio-cultural analyses of family life, socialization within families, non-traditional families, gender roles and power analyses. Prerequisites: Introductory PSY or SOC course. **3 hours.**

SWK 281 *Working with Special Populations*

A focused study of special populations in social work practice, including, but not limited to the following: drug and alcohol, immigrants, aging, HIV-AIDS, mental illness, and disabilities. Attention to the needs of these population groups, the formal and informal systems and resources available to address their needs, the current treatment strategies/interventions utilized to address the difficulties faced by these populations, as well as the current social policies that affect the application of services to them. Prerequisite: PSY 181 and SOC 151. (Also listed as EDU 281 and SOC 281.) **3 hours.**

SWK 2904 *Child Abuse*

This interactive course is designed to help the learner identify and effectively teach students affected by child abuse and/or neglect. It describes the signs of physical abuse, emotional abuse, sexual abuse, physical neglect, and emotional neglect. It also discusses the specific factors that exist in families who abuse. Carries a fee. (Also listed as EDU 2904.) **2 hours.**

SWK 2905 *Drugs and Alcohol in Schools*

This is an interactive course designed to give the learner a comprehensive understanding of alcohol, drugs and their influences in the teacher's classroom. It provides a contextual framework for understanding what students may be experiencing through their own substance use or the impact of substance use around them. It provides a basic historical perspective of substance use along with descriptions of biological, psychological, and social factors that comprise the disease of addiction. Carries a fee. (Also listed as EDU 2905.) **2 hours.**

SWK 2913 *Violence in Schools*

This is an interactive course designed to give the learner a better understanding of school violence and increase intervention strategies. It provides a foundational understanding of violence and the motivational purposes behind aggression. It teaches identification and intervention approaches for working with out-of-control behaviors. It offers specific strategies to minimize the occurrence of violence in the school and community. Carries a fee. (Also listed as EDU 2913.) **2 hours.**

SWK 2914 *Understanding Aggression*

This is an interactive course about violence in America, about the aggression in schools, classrooms, streets, and homes. It speaks of hate, the fights, anger, crimes committed, victims in our schools and society, and the impact these have on our teaching in the classroom and care in the community. The goal of this course is to help the learner better understand how aggression affects our lives and the lives of our children to become more skillful in efforts to prevent it in the classroom and the community. Carries a fee. (Also listed as EDU 2914.) **3 hours.**

SWK 301 *Foundations of Social Work Practice*

Orients students to the nature of professional education and its importance for social work practice. Analyzes the structure and conceptualization for the profession's orientation to practice and education at the baccalaureate level. Studies social work values and their interaction with the knowledge foundations of the profession. Assessment and strengthening of beginning relationships and communication skills. Carries a fee. Prerequisite: Enrolled in Social Work program, junior standing. **3 hours.**

SWK 302 *Human Behavior and the Social Environment I*

This course provides a conceptual foundation of the person-in-environment and systems theory framework for understanding the dynamic interaction of the biological, psychological, social, and cultural components of human behavior from birth through young adulthood. Prerequisite: This course should be taken in the fall of the junior year. Students should have taken introductory sociology, psychology, and human biology. **3 hours.**

SWK 303 *Human Behavior in the Social Environment II*

This course provides a conceptual foundation of the person-in-environment and systems theory framework for understanding the dynamic interaction of the biological, psychological, social, and cultural components of human behavior from young adulthood through old age. Prerequisite: SWK 302; normally taken second semester in the junior year. **3 hours.**

SWK 311 *Social Welfare as a Social Institution*

Introduction to the institution of social welfare and the profession of social work; how a society arranges for helping its members satisfy basic needs; historical development of conflicting social philosophies and modern social welfare programs; examination of values, knowledge base, and settings of social work practice. Prerequisite: junior standing or permission of instructor. **3 hours.**

SWK 322 *Social Work Processes I*

Analyzes in depth the program's conceptualization of entry-level professional social work practice; begins the development of practice skills, needed to assess and intervene in situations involving a range of systems; furthers the development of skills, including communication and professional relationships. Includes the application of skills through a required practicum. A designated writing-process course. Prerequisites: A minimum grade of C in COM 101, Social Work program, SWK 301 and 311. **4 hours.**

SWK 331 *Forensic Mental Health*
This course will examine mental health from a forensic perspective with respect to the United States' legal and criminal justice system, in which the dynamics of psychiatric disorders, motives, and legal consequences as well as issues in government and agencies will be considered. Populations, cultures, and theories will be studied as a means of understanding the criminal system and the people who become victims to it including those identified as criminally insane. Prerequisite: PSY 181 and SOC 151. **3 hours.**

SWK 336 *Organizational Behavior*
(See BUS 336.) **3 hours.**

SWK 395 *Services to Families and Children*
Focuses on the needs of the most vulnerable children and their families—the poor, racial and ethnic minorities, isolated/alienated groups, and those with handicapping conditions. Designed to help the student develop an understanding and appreciation of the issues, purposes, values, sanctions, goals, and procedures involved in the delivery of services to families and children. Traditional and contemporary approaches to service delivery, policy formulation, resource allocation, program development, and personnel strategies are examined. **3 hours.**

SWK 413 *Social Welfare Policy*
Presents an approach to integrate policy and entry-level social work practice. Defines and identifies policies of concern to the BSW practitioner by utilizing elements drawn from the program's conception of practice. Analyzes policy making and policy formation processes in a range of resource systems used by the BSW. Develops policy-related analytical and interactional skills for use in practice. Prerequisite: Social Work program and SWK 322. **3 hours.**

SWK 420 *Social Science Research*
Study of the scientific system of inquiry, introduction to various types of research designs and methods, application of social research methods within the context of prediction and control, class presentation and discussion within a humanistic frame of reference. Prerequisite: an introductory social science course. (Taught concurrently with SOC 420, Methods of Social Research.) **3 hours.**

SWK 423 *Social Work Processes II*
Further develops practice skills needed to assess and intervene in situations involving the range of systems, begins the development of skills to evaluate one's own practice, examines the relation of skills to professional values and ethics. Prerequisite: Social Work program and SWK 322. Co-requisite: SWK 461. **4 hours.**

SWK 424 *Social Work Processes III*
Refines and integrates practice skills needed to assess and intervene in situations involving the range of systems; further develops tools and skills essential to the evaluation of one's own practice and to the effectiveness of interventions. Prerequisite: Social Work program and SWK 423. Co-requisites: SWK 462 and 491. **4 hours.**

SWK 461 *Field Instruction in Social Work I*
Supervised instruction to acquire skill in social work practices and to test in a field setting the principles and theories learned in the classroom. Students spend 14 hours per week in this experience. Taken concurrently with SWK 423. Carries a fee. Prerequisite: Social Work program and SWK 322. **6 hours.**

SWK 462 *Field Instruction in Social Work II*
Continuation of Social Work 461, Field Instruction in Social Work I. Carries a fee. Prerequisite: Social Work program and SWK 461. **6 hours.**

SWK 491 *Senior Seminar*
Integration of concepts learned in previous course work and field experience. Synthesis of a knowledge base for social work practice. Evaluation of personal values as they affect and are affected by current social work practices. A capstone course. Prerequisite: Social Work program and SWK 423. Co-requisites: SWK 424 and 462. **3 hours.**

SOCIOLOGY (SOC)

SOC 110 *Human Needs/Societal Responses*
(See SWK 110) **3 hours.**

SOC 151 *Elements of Sociology*
This course introduces students to the "sociological imagination"—a way of viewing events, relationships, and social phenomena that form the fabric of our lives and much of our history. Basic sociology

entails an examination of the ways in which people are shaped and influenced by their society and vice-versa. Students will employ a sociological perspective in critically analyzing the world around them. **3 hours.**

SOC 153 *Issues in Human Ecology*
(See BIO 153.) **3 hours.**

SOC 215 *Heredity and Society*
(See BIO 215.) **3 hours.**

SOC 241 *Violence in the Family*
(See SWK 241.) **3 hours.**

SOC 252 *Race and Ethnicity*
A theoretical and historical analysis of minority groups with emphasis upon the nature of social interaction and change. Prerequisite: SOC 151. **3 hours.**

SOC 255 *Social Problems: Poverty and Discrimination*
(See SWK 255.) **3 credits.**

SOC 262 *African-American Cultural Studies*
A critical examination of concepts in African-American social and moral thought in the traditional setting as well as the contemporary world. A consideration of a variety of objects and structures that reveal African-American notions of ethnicity, history, aesthetics, beliefs, and cultural continuity. The course will investigate and stimulate critical and moral thought regarding African-American culture. Prerequisite: HIS 100 or permission of instructor. **3 hours.**

SOC 263 *The Sociology of Globalization*
This course is an in-depth investigation of the changing nature of the world economy and its impact on political, social, and cultural arrangements around the world. This course will concentrate on the various definitions and interpretations of the globalization, as well as the various reactions to it, both for and against. Prerequisite: HIS 100. (Also listed as INS 263.) **3 hours.**

SOC 281 *Working with Special Populations*
(See SWK 281.) **3 hours.**

SOC 311 *Philosophy of the Social Sciences*
(See PHI 311.) **3 hours.**

SOC 314 *The Civil Rights Movement*
(See HIS 314.) **3 hours.**

SOC 325 *Sociology of Religion*
An analysis of the relationship between religion and society. Topics include the role of religion in society, religion as a social institution and its relationship to other social institutions, and social factors in religious behavior. Prerequisite: SOC 151. **3 hours.**

SOC 382 *Social Psychology*
This course will review theory and research in social psychology and apply its major principles to situations encountered in everyday life. Students will investigate the manner in which the behavior, feelings, or thoughts of one individual are influenced or determined by the behavior and/or characteristics of others. Lectures, discussions, and in-class exercises will be offered to extend the concepts presented in the readings, as well as draw parallels to current interpersonal and societal issues. Prerequisite: PSY 181 or SOC 151. (Also listed as PSY 382.) **3 hours.**

SOC 420 *Methods of Social Research*
This course exposes students to the processes and techniques of social scientific research. Topics include the conceptualization of a research question or problem, the role of theory in research, development of a research design, measurement of variables, data collection, and data analysis. Students will conduct projects using various methodologies, which may include questionnaires, interviews, observations, and content analysis. Prerequisite: SOC 151. (Taught concurrently with SWK 420, Social Science Research.) **3 hours.**

SOC 452 *Senior Seminar in Sociology*
Students will accomplish a significant piece of independent scholarship and research. The course will emphasize the application of theory and methods as well as the further development of individualized graduation plans and portfolios. A capstone course. Open only to seniors. Prerequisite: SOC 420 or permission of the instructor. **3 hours.**

SOC 455 *Social Theory*
An introduction and overview of the discipline's formative schools of thought. The course begins with sociology's classical models—Marxist, Weberian, and Durkheimian; proceeds to the contemporary—Parsons, Mills, Garfinkel, and Goffman; and concludes with the post-modern debate—Habermas

and Foucault. Students will investigate the fundamental presuppositions of grand theories and consider how they serve as foundations for later theoretical developments. Prerequisite: SOC 151. **3 hours.**

SPANISH (SPA)

SPA 101 & 102 *An Introduction to Spanish I & II*

Development of skills required for comprehending, speaking, reading, and writing elementary Spanish; methods provide acquaintance with Spanish culture. Prerequisite for SPA 102: minimum grade of C in SPA 101. **3 hours** each.

SPA 201 & 202 *Intermediate Spanish I & II*

A review of Spanish grammar and appreciation and understanding of Hispanic literature and culture. In SPA 202, presentations and class discussion will be completely in Spanish. Prerequisite for SPA 201: SPA 102. Prerequisite for SPA 202: SPA 201. **3 hours** each.

SPA 301 & 302 *Advanced Spanish I & II*

Advanced Spanish grammar and composition. Introduction to the Spanish short story, including works by Borges, Garcia Marques, and Cortazar. Prerequisite for SPA 301: SPA 202. Prerequisite for SPA 302: SPA 301. **3 hours** each.

SPORTS MANAGEMENT (SPM)

SPM 334 *Sports Management and Marketing*

The application of management and marketing principles. An emphasis of staffing, finance, program organization, purchasing, public relations, and management of professional, amateur, school, and international sports. Prerequisites: BUS 234 and 242 and junior status. **3 hours.**

SPM 382 *Sports Law*

Analysis and evaluation of sports law, including such topics as tort law, injury responsibility, constitutional issues, contracts and labor issues, collective bargaining and arbitration, antitrust for practitioners, and racial and social issues. Prerequisite: BUS 281 and junior status. **3 hours.**

Regents, Administration, and Faculty

CONTROL AND RESOURCES

The administrative affairs of the College are vested in a Board of Regents which is recognized by the New York State Department of Education as the governing body. Four members shall be elected by the general conventions of The Lutheran Church-Missouri Synod. In addition, four members are elected by conventions of the Atlantic District of the Synod, the geographical jurisdiction in which the College is located, whose president serves as an *ex officio member* of the Board. Finally, no fewer than four and no more than eight laypersons are appointed as voting members by the Board of Regents itself.

BOARD OF REGENTS 2008-2009

Ms. Jean Hanson, Chair	Bronxville NY
Dr. John M. Pietruski, Jr., Vice Chair	Colts Neck NJ
Mrs. Alice Bruening, Secretary	Richmond VA
Dr. Viji D. George, Executive Officer	Bronxville NY
Ms. Linda S. Berlinghoff	Lexington MA
Mr. Frederick W. Bernthal	Morristown NJ
Mr. William F. Collins	Glenmont NY
Mr. Howard F. Crumb	Ridgewood NJ
Mrs. Sharon Pettit Dever	Fairfield CT
Rev. Charles Froehlich	Dix Hills NY
Dr. H. Allen Herbst	Dardenne Prairie MO
Rev. William J. Meyer	Bethel CT
Mr. Thomas Roemke	Albany NY
Rev. Dr. Art Scherer	Baltimore MD
Mr. T. Scott Wittman	Evansville IN
Ms. Hope Wittrock	Greenwich CT

ADMINISTRATION

Viji D. George	President
William Zambelli	Chief Financial Officer
Paul Grand Pré	Vice President for Institutional Advancement
Sherry J. Fraser	Dean of the College, Chief Academic Officer
John M. Bahr	Dean of Experiential and Student Learning, Chief Student Officer
Eloise Morgan	Assistant to the President for Special Projects
Jeanette Herbrich	Administrative Assistant to the President
Patrice Sullivan	Administrative Assistant to the Dean of the College

BUSINESS OFFICE

Ed McPartlan	Controller
Ceil Warren	Director of Student Accounts
Nicole Porricelli	Business Office Coordinator
Kathleen Clarke	Director of Human Resources

ADMISSION, FINANCIAL AID, AND RECRUITMENT

Donna Hoyt	Dean of Enrollment
John Dana	Enrollment Data Manager
Jenifer Jules	Associate Director and Director of International Admission
Amy Heath	Associate Director of Freshman Admission
Kira Lamb	Assistant Director of Admission/National Recruiter
John Sprague	Transfer/Adult Eduction Specialist
Evelyn Cea	Office Manager
Tina Osso	Visit Coordinator/Receptionist
North Callahan, Jr.	Director of Marketing
Janice Spikereit	Director of Financial Aid
Gail Tiso	Assistant Director of Financial Aid

COLLEGE ADVANCEMENT

Charlie Browne	Director of Publications
Nathaniel Broyles	Development Research and Gift Stewardship Manager
Sheryl Donner	Director of Community Relations
Flladi Kulla	Graphic Designer/Photographer
Mandi Rondon	Alumni Relationships Manager/Assistant to the VP–Advancement
Sarah Underhill	OSilas Gallery Director of Community and Public Relations
Julie Taylor	Database Manager
Vacant	Director of Alumni Relations
Vacant	Director of Public Relations
Vacant	Director of Church Relations
Vacant	Director of Annual Giving

SUPPORT SERVICES

Paul Schulz	Director of Support Services
Albert Alessy	Manager of Public Safety/Security
Rosemarie Buragas	Manager of Administrative Services
Tuula Feineis	Manager of Special Events
Lucille Frabizzio	Assistant to the Manager of College Services
Kevin Warnken	Manager of College Services
Juan Zamora	Manager of Food Services for Chartwells
Lyn Price	Assistant Manager of Food Services for Chartwells
Florence Mandraccia	Manager of College Bookstore for Follett

STUDENT SERVICES

John M. Bahr	Dean of Experiential and Student Learning
Christopher S. Koutsovitis	Assistant Dean of Student Development
Jason Thoms	Director of Choral Activities
Elizabeth Geiling	Director of Counseling Services
Lynda Dalgish	Director of International Center for English as a Second Language and International Student Adviser
E. Yong Lee	International Student Adviser
Johanna Perry	Coordinator of Advising and Career Development
Rev. Robert Boehler	Director of Spiritual Life and Service Learning
Jason T. Ketelsen	Director of Residence Life and Student Activities
Ivan Marquez	Athletic Director
George Groth	Director of the Concordia Connection Program
Allan Nosworthy	Director of Experiential Learning and Career Services
Robert Gamoneda	Director of the College Fitness Center
Joy Elwell	Nurse Practitioner
Nancy Kavanaugh	Nurse Practitioner
John Giampietro, M.D.	Physician

INFORMATION TECHNOLOGY

Aaron Meyer	Director of Information Technology Services
Joseph Bouvier	Workstation Support
Gary Gollenberg	Network Administrator
Karl Kaessler	Audio-Visual Support
Shadrack Ngowi	Systems Administrator

ACADEMIC SERVICES

Sherry Fraser	Dean of the College
William M. Salva	Dean of Adult Education
Susan Apol	Director of Nursing
Mandana Nakhai	Assistant Dean of Liberal Studies and Natual and Social Sciences, Director of the Writing Center
Margaret Rapp	Assistant Dean of Professional Studies
Mark E. Blanco	Registrar
Stanley Kramer	Coordinator of Teacher Education Program
Vacant	Director of Library Services
Lynda Dalgish	Director of International Center for English as a Second Language
Christopher J. Nagel	Directors of International Management Program
Erin Obermueller	Faculty Marshal
Christopher J. Nagel & David Leonard	Co-Directors of International Studies Program
Vacant	Assistant Registrar
Dorothy Novak	Assistant to the Registrar

Ruth Leich	Assistant to the Dean of Nursing
Joan Adams	Faculty Courtesies Chair
Kit Fitzgerald	Faculty Secretary
Leala Munson	Adult Education Program Coordinator
E. Johnson Rethinasamy	Director of Concordia Institute for World Religions and Evangelism
Christine Rowe	Chair, Teacher Education Program
Peggy Rapp	Chair, Social Work Program
Christopher J. Nagel	Chair, Business Program
Susan Apold	Dean of Nursing

FACULTY ORGANIZATION

STANDING COMMITTEES ('08-'09)

Academic Policies Committee

Patrick Bayens (Chair)
- Mandana Nakhai (Assistant Dean)
- Division Representatives
- Mark Blanco (Registrar, non-voting)
- To be appointed (Student Government Association representative, non-voting)

Assessment Committee

Vacant (Chair)
- Peggy Rapp (Assistant Dean)
- Kirsten Koenig ('09) (faculty-at-large)
- Sam Page ('10) (faculty-at-large)
- William Salva (Adult Education)
- Mark Blanco (Registrar)
- Vacant (Alumni and Church Relations)
- Donna Hoyt (Dean of Enrollment)
- Johanna Perry (Coordinator of Advising and Career Development)
- Two Student Government Association representatives, non-voting

Faculty Matters
- Christopher Nagel ('11)
- John Loase ('10)
- David Leonard ('09)

Student Life

John Bahr (Dean of Experiential and Student Learning)
- Martin Conkling ('10)
- Erin Obermueller ('09)
- Christine Rowe ('11)
- Three SGA Representatives

Programs Reporting to the Dean of the College

	Director/Chair
Colloquy	Patrick Bayens
Fellows (Honors)	Kate Behr
Integrated Learning Courses	Joan Adams
International Studies	Christopher Nagel/David Leonard, co-chairs
Writing Across the Curriculum	Mandana Nakhai
International Center for English as a Second Language	Lynda Dalgish
Information Literacy Across the Curriculum	vacant

Programs Reporting to Dean of Experiential and Student Learning

Concordia Connections	George Groth
Pre-Seminary Nurture	Martin Conkling

Academic Review Committee

Chair	Dean of the College
Members	Dean for Experiential and Student Learning
	Assistant Dean for Student Development
	Division Representatives, Registrar, Dean of Enrollment
	Director of Financial Aid

Colloquy-Examining Committee

Chair	Patrick Bayens
Members	Martin Conklin ('09)
	Kathryn Galchutt ('10)

Committee on Honors & Awards

Chair	Dean of the College
Members	President, Faculty Representative, Director of Advancement, Director of Alumni and Church Relations, Dean of Experiential and Student Learning

Rank and Promotion Comittee

Chair	Dean of the College
Members	Karen Bucher
	Serdar Arat
	Joan Adams

Admission Committee

Chair	Donna Hoyt
Members	Paul Grand Pré
	Three Faculty Division Representatives

Liberal Studies Committee

Members	Joan Adams
	Kathryn Galchett
	Erin Obermueller

Concordia Conservatory

Director	Kathleen Suss
Members	To be appointed

Retention Committee

Chair	Dean of Experiential and Student Learning
Members	Assistant Dean for Student Development
	Dean of Enrollment
	Director of Financial Aid
	Director of Student Accounts, Registrar, Athletic Director
	Division Representatives

SUPPORTING ORGANIZATIONS

Concordia Alumni Association
Vacant, Director of Alumni Relations

Concordia Conservatory Advisory Board
Kathleen Suss, Director of Concordia Conservatory

Concordia/L.E.S.
Herbert Kollmann, President, Eastchester NY

Concordia Parents' Association
Nathaniel Broyles, Advancement Office

Corporate Advisory Board
Paul D. Grand Pré, Vice President for Institutional Advancement

International Management Advisory Board
Christopher J. Nagel, Director of International Management Program

OSilas Gallery Advisory Board
Paul D. Grand Pré, Vice President for Institutional Advancement
Patricia Miranda, Director of Gallery/Curator
Sarah Underhill, Director of Community and Public Relations
Kathi Jahnke, Director of *Art at Concordia*

Social Worker Advisory Board
Peggy Rapp, Social Worker Program Chair

Teacher Education Advisory Committee
Christine Rowe, Education Program Chair

FACULTY

Joan Roper Adams, *Associate Professor of Social Work*
Ed.D. Candidate, University of Massachusetts School of Education; B.S., M.S.W., Howard University

B. Timothy Allport, *Adjunct in Mathematics*
M.B.A., Wharton School, University of Pennsylvania; M.S., New York University; B.A., University of Bridgeport

Geoffrey Anderson, *Adjunct in Psychology and Social Work*
M.S.W., Fordham University; B.S. Concordia College, Bronxville

Susan Apold, *Dean of Nursing and Professor of Nursing*
Ph.D., Adelphi University; A.N.P., The College of Mount Saint Vincent; M.S., University of Pennsylvania; B.S., Holy Family University

Serdar Arat, *Professor of Art*
M.A., M.F.A., SUNY–Albany; B.A., Bogazici University, Istanbul, Turkey

Shaki Asgari, *Assistant Professor of Psychology*
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John Bahr, *Dean of Experiential and Student Learning and Associate Professor of English*
M.Div., Union Theological Seminary; B.A., Concordia College, Bronxville; University of North Carolina at Chapel Hill

Patrick Bayens, *Professor of Religion*
Ph.D., Marquette University; M.A., University of Kentucky; M.Div., Concordia Seminary, St. Louis; B.S., Concordia University, Seward

Lester R. Bayer, *Emeritus Professor of Education*
Ed.D., University of Texas; M.A., Northern Colorado University; B.S., Concordia Teachers College, River Forest; Northwestern University

Kate Behr, *Professor of English*
D. Phil., Pembroke College, Oxford University; B.A. Royal Holloway and Bedford New College, University of London

Robert Berman, *Associate Professor of Education*
Ed.D., Northern Illinois University; M.A., Roosevelt University; B.A., Ithaca College

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Princeton University; Harvard Business School; B.A. UCLA

Paul A. O. Boecler, *Emeritus Professor of Religion*
M.Div., S.T.M., Concordia Seminary, St. Louis; M.A., Washington University, St. Louis; B.A., Concordia Junior College, Fort Wayne; University of Tuebingen

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Ed.D., Northern Illinois University; M.S., Pace University; B.B.A., Pace College; Catholic University; University of Wisconsin; Concordia College, Bronxville

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Ph.D., M.Phil., Columbia University; B.A., Herbert H. Lehman College

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M.A., New York University; B.A., SUNY–Plattsburg

Lois Dierlam, *Assistant Professor of Education*
M.A., Hofstra University; B.S. Vanderbilt University

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M.A., Columbia University; B.A., Concordia Seminary, St. Louis; St. John's College, Winfield; Texas Christian University; Valparaiso University; Breadloaf School of English; Fordham University

Joy Elwell, *Assistant Professor of Nursing*
D.N.P., Rush University; F.N.P., Pace University; M.S., Lehman College of the City University of New York; B.S., Long Island University

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B.A. Smith College

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Ed.D., Ed.M., Columbia University; M.S., Ithaca College; B.S., Nazareth College; State University College at Oneonta; Colgate University; Dalcroze School of Music, New York

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M.S.W., Jane Addams College of Social Work, University of Illinois, Chicago Circle;
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M.S., University of Bridgeport; B.S., Concordia Teachers College, Seward; St. Paul's College;
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Ph.D., Marquette University; M.A. Marquette University; B.A. Concordia University, St. Paul

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Ed.D., Northern Illinois University; B.A., M.A., Concordia Teachers College, River Forest;
Madras Christian College, Madras, India; Long Island University Behavior Therapy Institute

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Psy.D., M.S., Pace University; B.S., Concordia University, River Forest

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Ph.D., Temple University, M.A. Temple University, B.A. State University of New York

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M.S., Iona College; B.A., Concordia College-New York

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D.Min., New York Theological Seminary; M.Div., Concordia Theological Seminary, St. Louis;
B.A., Cleveland State University

Richard J. Heschke, *Emeritus Professor of Organ and Church Music*
D.M.A., M.Mus., Performer's Certificate, Eastman School of Music, University of Rochester;
B.S., Concordia Teachers College, River Forest

Jason Ketelsen, *Director of Residence Life and Student Activities*
M.S.W., Columbia University; B.A. Luther College

Kristen Koenig, *Associate Professor of Sociology*
Ph.D., University of York; M.Sc., University of Oxford; B.A., Occidental College

Christopher Koutsovitis, *Assistant Dean for Student Development*
M.A., Teacher's College Columbia University; B.A. Manhattanville College

Stanley Kramer, *Coordinator for Professional Development School*
M.A. New York University; B.S. Concordia Teachers College, River Forest; C.W. Post College

Robert C. Kremer, *Instructor of Physical Education*
B.B.A., Canterbury University, Cheshire, U.K.

Judy Lass, *Instructor of History and Political Science*
M.A., B.S., New York University

E. Yong Lee, *Professor of Business and Economics*
Ph.D., M.A., Rutgers University; B.A. Seoul National University

C. David Leonard, *Associate Professor of Education*
Ed.M., M.A., Columbia University; B.S., University of South Carolina

John Loase, *Professor of Mathematics*
Ed.D., Ed.M Columbia University; M.A., M.A., B.S., Manhattan College; College of New Rochelle

Alexander J. Mannarino, *Adjunct in Driver Education*
M.A., Fordham University; B.S., Hunter College

Robert Meier, *Emeritus Professor of Mathematics, Physics, and Computer Science*
Ed.D., M.S., New York University; M.S., Pace University; B.S., Concordia Teachers College, River Forest; Northwestern University; DePaul University

Donald R. Miesner, *Emeritus Professor of Religion and Classics*
Th.D., Lutheran School of Theology, Chicago; M.A., Washington University; B.A., M.Div., S.T.M., Concordia Seminary, St. Louis; St. Paul's College, Concordia, MO; University of Kansas; Columbia University; Union Theological Seminary; St. Louis University; Westminster College; General Theological Seminary

Christopher J. Nagel, *Assistant Professor of Business*
M.I.M., American Graduate School of International Management; B.A. Valparaiso University

Mandana Nakhai, *Assistant Dean of Liberal Studies and Natural and Social Sciences and Professor of English and Writing*
Ph.D., M.A., B.A., University of Tennessee

Erin Obermueller, *Assistant Professor of English*
Ph.D., St. Louis University; M.A., Northeastern University; B.A., Luther College

Sam Page, *Assistant Professor of Philosophy*
Ph. D., University of California; M.A., American University; B.S., The Pennsylvania State University

Clifford H. Peterson, *Emeritus Professor of Biology*
Ed.D., M.A., Columbia University; M.Div., S.T.M., B.A., Concordia Seminary, St. Louis; Concordia Junior College, Milwaukee; University of Illinois; Washington University, St. Louis; University of Delaware

Margaret Rapp, *Assistant Dean of Professional Studies and Associate Professor of Social Work*
Ph.D. candidate, New York University; M.S.W., Adelphi University; B.B.A., College of Insurance

Merlin D. Rehm, *Emeritus Professor of Religion*
Th.D., Harvard University; B.A., Northwestern College; B.D., Wisconsin Lutheran Seminary; Lutherische Theologische Hochschule, Oberursel, Germany; University of Wisconsin; University of Michigan; Doane College

Margaret Ann Reilly, *Adjunct in Pharmacology*
Ph.D., M.S., New York Medical College; B.A., College of New Rochelle

Christine Rowe, *Chair of Education Program and Assistant Professor of Education*
M.S., Western Connecticut State University; B.A., The College of New Jersey; Ph.D.

William Salva, *Dean of Adult Education and Associate Professor of Business*
Ed.D Candidate (ABD), Temple University; M.S., B.S., University of Scranton

Ralph C. Schultz, *Emeritus Professor of Music and President Emeritus*
S.M.D., Union Theological Seminary; M.Mus., Cleveland Institute of Music; B.S., Concordia Teachers College, River Forest; B.M., Cosmopolitan School of Music, Chicago; University of Michigan; Columbia University

Patricia Hunt-Slamow–*Associate Professor of Nursing*
Ph.D., Adelphi University; M.S., B.S., Hunter College of the City University of New York; R.N. Diploma, St. Vincent's Hospital School of Nursing

Joseph N. Spedaliere, *Adjunct in Italian*
M.A., Rutgers University; B.A., Iona College

Alan G. R. Steinberg, *Emeritus Professor of History*
Ph.D., St. John's University; M.A., Columbia University; B.S., M.Div Concordia Theological Seminary, Ft. Wayne; Concordia Teachers College, River Forest; Marquette University; Concordia Seminary, St. Louis; New York University; American School of Classical Studies, Athens; Institute for Balkan Studies, Thessalonica; Cornell University

Neil Tarangioli, *Adjunct in Physical Education*
B.A., Fordham University

Jason Thoms, *Assistant Professor of Music*
Ph.D., Michigan State University; M.M., Michigan State University; B.M., St. Olaf College, Northfield Minnesota

Andrzej Z. Wlodarczyk, *Associate Professor of Business*
Ph.D., University of Nebraksa-Lincoln; M.B.A., Lindenwood University; M.Ed., Concordia University-Seward; B.A., Jagiellonian University

William Zambelli, *Adjunct Professor in Business*
MBA, Columbia University; B.S., University of North Carolina

Academic Calendar

FALL SEMESTER 2008

June	7	Saturday	Summer oriention
July	7	Monday	Deadine for August graduation applications
	26	Saturday	Summer orientation
August	22	Friday	New students arrive; Fall orientation begins
	24	Sunday	Returning students arrive
	25	Monday	Classes begin Late registration fee in effect for NEW students
	27	Wednesday	Opening Service
	29	Friday	Last day to remove “I” grades from prior semesters
September	1	Monday	LABOR DAY; no classes
	5	Friday	Last day of ADD/DROP period
	17	Wednesday	Official Fall Semester Census date
	19	Friday	Deadline for December Graduation Applications
October	13	Monday	COLUMBUS DAY; no classes
	14	Tuesday	Mid-semester; 2nd half semester courses begin
	15	Wednesday	Expo Day; modified class schedule
	17	Friday	Last day to withdraw with a grade of "W"
November	21	Friday	Deadline for May 2009 graduation applications
	25	Tuesday	Last day to withdraw with a grade of "WP" or "WF"
	26	Wednesday	THANKSGIVING BREAK; no classes through November 30
December	6	Saturday	Final Exams Week begins
	11	Thursday	Last day of fall semester classes

SPRING SEMESTER 2009

January	6	Tuesday	New student orientation and registration; Returning students arrive
	7	Wednesday	Classes begin; Late registration fee in effect
	13	Tuesday	Last day to remove “I” grades from fall semester
	19	Monday	MARTIN LUTHER KING JR DAY; No Classes
	20	Tuesday	Last day of ADD/DROP period
	30	Friday	Official Spring Semester Census date
February	16	Monday	PRESIDENTS’ DAY; Classes in session
	28	Saturday	Spring Break; no classes through March 8
March	9	Monday	Mid-semester; 2nd half semester courses begin
	13	Friday	Last day to withdraw with a grade of "W"
	25	Wednesday	Registration begins for 2009–2010 academic year
April	9	Thursday	EASTER BREAK; no classes through April 13
	17	Friday	Last day to withdraw with a grade of "WP" or "WF"
	21	Tuesday	Academic Honors and Awards Convocation
	25	Saturday	Final Exams Week begins
	30	Thursday	Last day of spring semester classes
May	2	Saturday	Baccalaureate Service and Commencement; Late registration fee in effect.
	6	Wednesday	May session begins
	25	Monday	MEMORIAL DAY; no classes
	27	Wednesday	Last day of May Term classes

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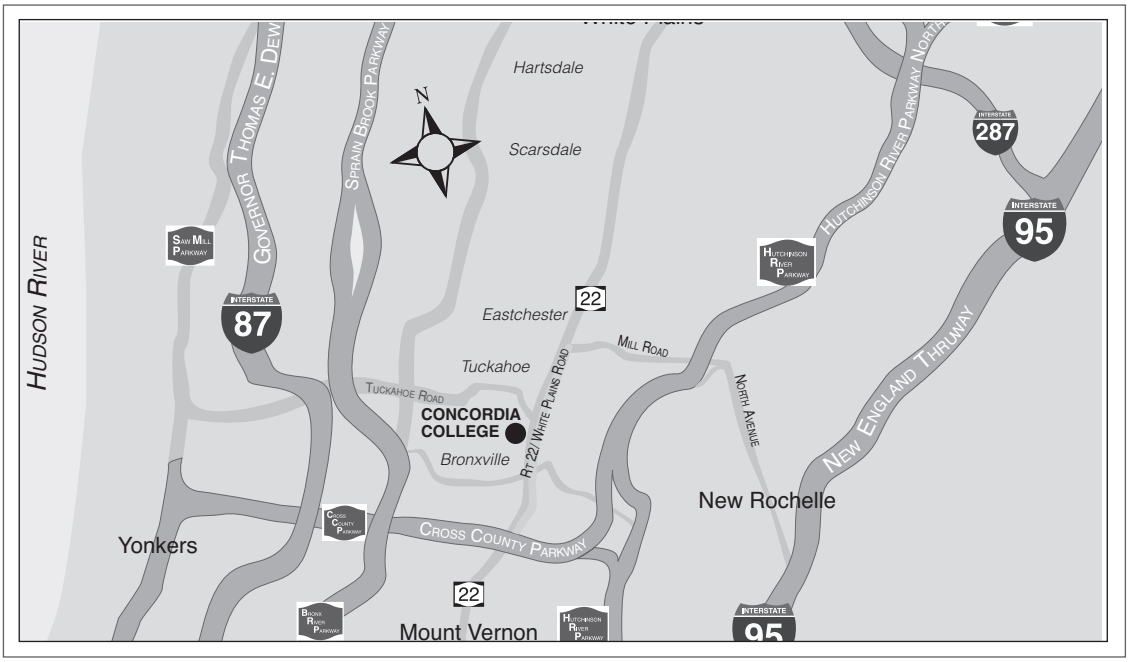


The College is located at 171 White Plains Road/Route 22 in the Village of Bronxville in lower Westchester County. It is north of Mount Vernon and south of Scarsdale and Eastchester. The College is located on both sides of White Plains Road/Route 22. Visitor parking is located in the oval drive on the west side of White Plains Road/Route 22.

FROM NEW YORK CITY, NEW JERSEY, UPSTATE NEW YORK

Take the New York State Thruway (Major Deegan Expressway/Interstate 87) to the Cross County Parkway. Go east to exit 8, Route 22/Columbus Avenue*. At the end of the ramp, turn left onto Route 22. The College is located 1.4 miles north.

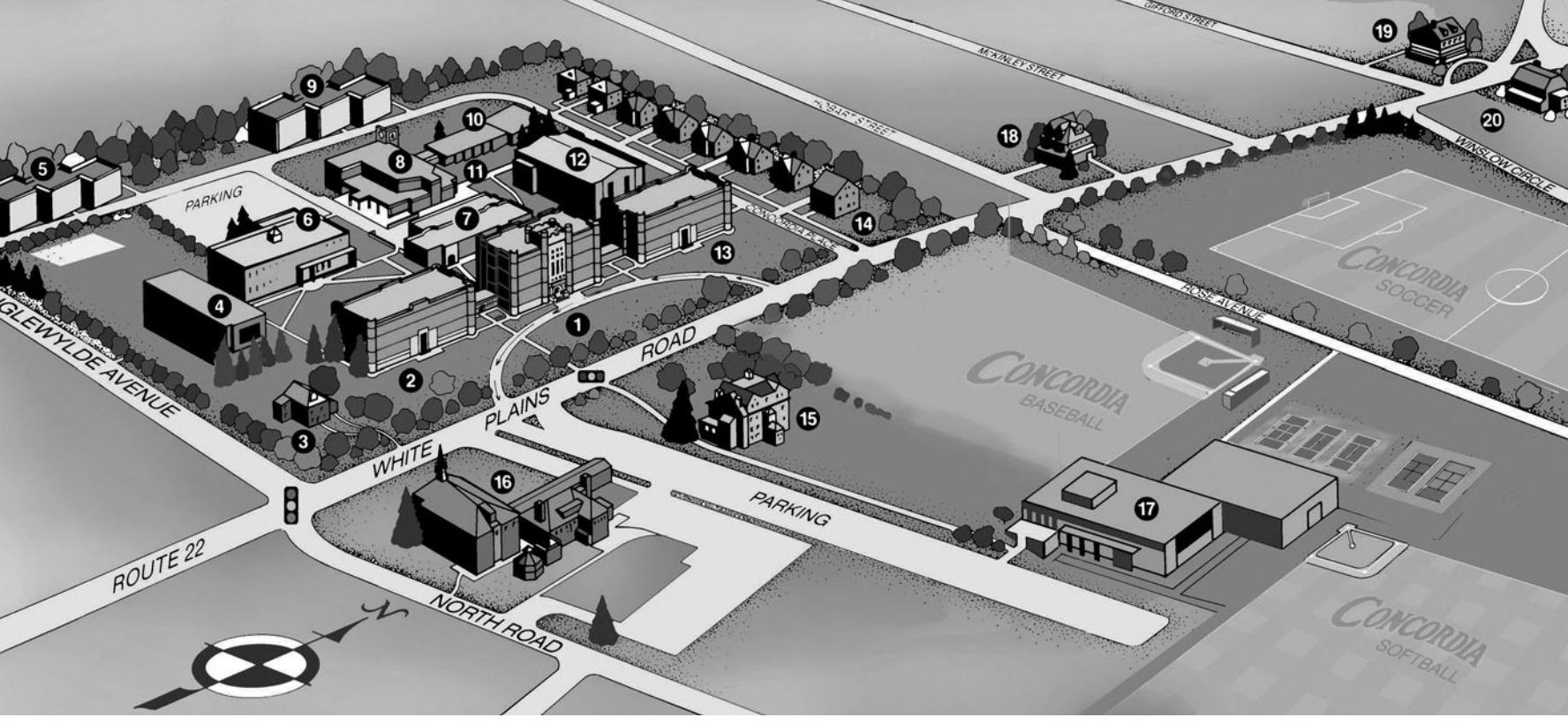
FROM LONG ISLAND, INCLUDING QUEENS AND BROOKLYN

Take the Hutchinson River Parkway (off the New England Thruway) north to exit 13, the Cross County Parkway. Continue on the Cross County Parkway to exit 8, Route 22/Columbus Avenue*. At the end of the ramp, turn left onto Route 22. The College is located 1.4 miles north.

FROM NEW ENGLAND

Take the Merritt Parkway to the Hutchinson River Parkway south to exit 18W, Mill Road. At the end of the ramp, turn right onto Mill Road and continue .7 miles to Route 22/White Plains Road. Turn left onto White Plains Road. The College is located one mile south.

** Please note: Route 22 is named Columbus Avenue to the south of the Cross County Parkway and is called White Plains Road to the north.*



Concordia College Campus Map

1. Feth Administration Hall
2. Sieker Hall
3. President's Home
4. Scheele Memorial Library and Donald A. Krenz Academic Center
5. Romoser Hall
6. Brunn-Maier Science Hall
7. The Commons
8. Sommer Center for Worship and the Performing Arts
9. Rippe Hall
10. Liberal Studies Hall
11. Terrace
12. Schoenfeld Campus Center
13. Bohm Hall
14. Admission (Talbot House)
15. Stein Hall-Conservatory
16. Village Lutheran Church/Chapel School
17. Meyer Athletic Center
18. Ressmeyer Hall
19. Koepchen Hall
20. Ward House

CONCORDIA COLLEGE

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